

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Oxford Brookes University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Avon and Wiltshire Mental Health Partnership NHS Trust Berkshire Healthcare NHS Foundation Trust Gloucestershire Care Services NHS Trust Great Western Hospitals NHS Foundation Trust Oxford Health NHS Foundation Trust Oxford University Hospitals NHS Foundation Trust Royal Berkshire NHS Foundation Trust South Western Ambulance Service NHS Foundation Trust (SWASFT) Wiltshire Health and Care Private, voluntary and independent health care providers</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons)/BSc Nursing (Adult) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons)/BSc Nursing (Mental Health); MSc Nursing (Mental Health) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	

Programme: Pre-registration nursing - Child  
Title of programme: BSc (Hons)/BSc Nursing (Child)  
Programme start date: 13 September 2020

Academic level(s):  
England, Wales, Northern Ireland:  
Level 6

Programme: Dual award- pre-registration nursing – adult/mental health  
Title of programme: MSci Nursing (Adult and Mental Health)  
Programme start date: 13 September 2020

Academic level(s):  
England, Wales, Northern Ireland:  
Level 7

<b>Date of approval</b>	17 March 2020
<b>QA visitor(s):</b>	Registrant Visitor: Jill Barnes Lay Visitor: Mary Rooke

**Section two**

**Summary of review and findings**

Oxford school of nursing and midwifery (the school) at Oxford Brookes University (OBU), an approved education institution (AEI), is seeking approval for a pre-registration undergraduate and pre-registration postgraduate nursing programme.

The proposed award titles include Bachelor of science with honours/Bachelor of science (BSc/BSc (Hons)); BSc (Hons)/BSc nursing (adult), BSc (Hons)/BSc nursing (child), BSc (Hons)/BSc nursing (mental health), Master of science (MSc); MSc nursing (mental health) and Master of science (MSci); MSci nursing (adult and mental health). The MSci route leads to a dual award.

The BSc/BSc (Hons) routes are delivered over three years full-time or six years part-time. The MSc route is delivered over three years full-time and the MSci route is delivered over four years full-time. The BSc/BSc (Hons) nursing (adult) route is also delivered at OBU's Swindon campus.

The programme is proposed for delivery from September 2020.

The programme documentation and approval process confirm evidence of effective partnership working between academic staff, students, practice learning partners (PLPs) and service users and carers (SUCs) at both an operational and strategic level.

OBU was the lead AEI working with other AEIs across the south of England in the development of the practice assessment document (PAD) – the South PAD and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The school has participated in the development of the strategy for introducing the new model of student supervision and assessment, and there is a shared PLP approach to the preparation of practice supervisors and practice assessors to support the implementation of the PAD and OAR.

Documentary evidence and discussions during the approval visit confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a partnership process.

There is also evidence of systems of practice governance to monitor and manage practice issues, including fitness to practice and escalation of concerns policies and procedures.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as one condition applies.

The programme is recommended for approval to the NMC subject to one condition. One NMC recommendation is made. There is one university recommendation.

Updated 18 April 2020

The programme team have provided revised documentation which evidences the changes required to meet the one condition.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition one: Amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Standards for pre-registration nursing programmes (SPNP) R2.1, R4.6, R4.8; SFNME R5.8)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None Identified</p>

<p><b>Date condition(s) to be met:</b></p>	<p>14 April 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Clarify for all stakeholders who the nominated person is for each practice setting to actively support students and address student concerns. (SSSA R1.5)</p> <p>Recommendation two: To ensure that there are effective briefings to students about the allocation of placements so that expectations are well managed. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>To monitor the engagement of service users in the ongoing evaluation of the programme.</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The programme team have provided an amended OBU nursing and midwifery safe medicate strategy 2020 which outlines the requirements for the medication calculations examination. These requirements now state that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. Condition one is now met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	18 April 2020

### Section three

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

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

## Partnerships

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

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

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

**Standard 1: The learning culture:**

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

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

**Standard 2: Educational governance and quality:**

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

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

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

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

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

**Standard 3: Student empowerment:**

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

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

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning  
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

Standards for student supervision and assessment (NMC, 2018)

**Standard 1: Organisation of practice learning:**

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

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

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate  
Standard 2: Expectations of practice supervisors:

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**



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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

There's evidence of effective partnership working between the school and their PLPs. Documentary analysis and discussion at the approval visit shows that students, SUCs and PLPs contributed to the development of the programme through various stakeholder events. The standards implementation group (SIG) has strategic responsibility in the implementation of the NMC standards and the development of the programme. This group has representation from the programme team, PLPs, SUC and students.

Representatives from PLPs told us of their engagement at both operational and strategic levels. There's evidence of a collaborative approach to programme development, and students told us how feedback from student evaluations informs the new programme design. Documentary evidence supports student's involvement in programme subject committees, and student feedback is considered in module and programme evaluations.

The students spoke positively about their relationships with their academic advisor, and the programme team. They told us they were consulted about the changes to their programme and welcome them as positive and enabling moves, particularly in terms of their skills development. Students also told us of the wide range of support available for them in both the university and practice settings.

Documentary evidence outlines service user involvement in the programme, including curriculum design, delivery and review and provision of student feedback. The school has a service user strategy and supports an annual calendar of events with service users. The programme team works with various stakeholder groups to develop programme resources including the Oxford university hospitals children's group and young people's group, 'OK for you' a learning disabilities group and a neurological injuries support group. The service users spoke very highly of the support mechanisms at the university. Documentary evidence and discussions during the visit confirm the school is committed to actively involving service users in curriculum design, delivery and the assessment of students and values this partnership working.

The service users we met told us of their contribution to the programme. This includes co-production of the programme, interview and selection processes and assisting with students' learning experiences in both university and practice. SUCs told us they receive online equality and diversity training for recruitment activities, regular feedback on their contribution from students and the programme team, and that they feel valued. They told us they are well briefed, supported and debriefed by the programme team to fully participate in these roles. In addition, we met a group of children from a local primary school who take part in selection activities for the children's nursing route. This includes devising questions/scenarios and face-to-face interviews. They told us they like to have a voice in how children's nurses are selected and trained and how they use their own experiences of hospitals and healthcare in making judgements. They also participate in simulation sessions and told us they receive good feedback from students who appreciate being able to safely practise their communication skills.

The PAD evidences the involvement of service users in providing feedback on student performance in practice. Students and practitioners told us of the benefits of discussing the feedback that service users provide to the students.

OBU is working collaboratively with other AEIs in the south of England in the implementation of the South PAD to ensure a consistent approach to practice learning and assessment. To support the implementation of the PAD and OAR, there's a shared PLP approach to the preparation of practice supervisors and practice assessors. Practice partners and practice education leads told us there's good progress to date with this preparation. Practice assessors and practice supervisors told us of the preparation they've undertaken and their understanding of these new roles. They give clear explanations of how they fulfil the roles of practice supervisor and practice assessor. Students confirm that they're appropriately supported in practice.

The programme documentation identifies that a range of opportunities for inter-professional learning (IPL) for students exists and indicates development of a strategy for greater IPL initiatives within the university and practice settings. The programme team, PLPs and students told us about the wide opportunity students have for IPL, both within the university and during practice learning. PLPs have produced a number of practice profiles identifying the opportunities for inter-professional and cross field learning within practice each area.

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

**Met**

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

*Met*

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

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

### Student journey through the programme

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

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

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

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

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

Yes

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

Yes

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

Yes

**Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)**

Yes

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

Yes

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

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

**Met**

R1.5 is met. Documentation confirms that all recognition of prior learning (RPL) applications are assessed by academic staff and considered at examination committees. They're also scrutinised by the external examiner for the programme.

The programme team told us any RPL practice element is assessed by a registered nurse who is also a practice assessor.

The RPL handbook confirms that the maximum allowance for consideration of RPL is the equivalent to part one of the programme. This is equal to one third of the programme. There's clear mapping of evidence required to the module learning outcomes, the practice assessment requirements and practice hours. There's also mapping to the EU directive 2005/36/EC for the adult field of practice.

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

**Met**

R1.6 is met. OBU regulations allow for up to two thirds of a programme to be met by RPL. There's a handbook for RPL for NMC registered nurses that confirms they're able to apply for RPL of more than 50 percent and up to two thirds of the programme, thereby meeting NMC requirements. The handbook outlines the evidence required to demonstrate how the registered nurse meets the module learning outcomes and the proficiencies within the PAD. Both the module learning outcomes and the PAD have been mapped to the Standards of proficiency for registered nurses (NMC, 2018).

**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. The programme learning outcomes, module descriptors, assessment requirements and mapping documents demonstrate the mechanisms used to support students to develop numeracy, literacy, digital and technological literacy skills during the programme.

The students told us they use virtual learning environments (VLE) and safe medicate and engage with the 'virtual family', a simulated family with various health and social care needs. They say they further develop their skills in numeracy and technology using these resources.

The student handbook outlines the support services available; these include online academic study skills and maths support and an A-Z of student academic resources. Students are offered an optional non-credit bearing module early in the programme to develop literacy skills. The students told us they have access to lots of support from student services, library services and academic staff. They spoke highly of the additional support provided for students with dyslexia.

The PAD requires students to demonstrate how they meet the proficiencies relating to numeracy, literacy and digital and technological literacy throughout the duration of the programme. These skills are assessed in both theory and practice.

Students are required to complete safe medicate, online numeracy calculations relating to medicines management, as part of each clinical practice experience module.

*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***

All students transferred to the SSSA in 2019 and their PAD has been adapted to reflect the roles of practice supervisor and practice and academic assessor.

Students who commenced their programme in September 2019, except for the MSc nursing (mental health) cohort, will transfer on to elements of the proposed programme. All other students will stay on the existing pre-registration nursing programme; Standards for pre-registration nursing education (NMC, 2010). The elements that students from September 2019 will transfer to relate to the theory modules from year two onwards. These modules have been mapped to the modules the students would have undertaken and there is evidence within this mapping that the synergy between the module learning outcomes and content from previous to proposed modules ensures that the SPNP (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) will be met through the transfer of existing students onto the proposed programme.

There is clear evidence of mapping to annexes A and B of the proposed programmes and timetabled opportunities for any missing skills identified to be completed by transferring students.

The students we met told us they've been fully informed of the process of transfer.

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

***Met***

OBU regulations allow for up to two thirds of a programme to be met by RPL. There's a handbook for RPL for NMC registered nurses that confirms they're able to apply for RPL of two thirds of the programme, thereby meeting NMC requirements. The handbook outlines the evidence required to demonstrate how the registered nurse meets the module learning outcomes and the proficiencies within the PAD. Both the module learning outcomes and the PAD have been mapped to the Standards of proficiency for registered nurses. The programme team provide rationale as to why registrants would still need to complete one third of the programme to achieve registration within a different field of practice.



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

Yes

**Outcome**

Is the standard met?

*Met*

Date: 17 March 2020

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

**Standard 2. Curriculum**

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of

proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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

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

**No**

R2.1 is not met. It is not clear that undergraduate mental health nursing students have to undertake the intravenous infusion element of the safe medicate assessment. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

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

**Yes**

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

**Yes**

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

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

**Met**

R2.4 is met. The programme documentation and practice learning plans demonstrate that students will have experience of caring for clients across all four fields of nursing practice. There are core and field specific modules. The students told us they are well prepared to care for all client groups and have general and specific field related content in their modules.

The school deliver routes to support three fields of nursing practice; adult, child and mental health. The programme team told us how they've mapped the programme content to the NHS core capabilities framework for supporting people with a learning disability to ensure students gain an understanding of caring for clients with learning disabilities.

The programme team told us that the scenarios used within simulation reflect all client groups. In addition, the OAR requires students to record their experiences of caring for clients across all fields of nursing practice. The students and practitioners told us there's lots of opportunities available within practice learning to care for all client groups.

There's a hub and spoke model for practice learning experiences which provides students with a range of opportunities to gain experience of nursing care across practice learning environments and ensure exposure to practice across nursing fields. Individual student practice learning journeys are monitored by link lecturers who work with academic advisers and placement leads to adjust placement allocations if necessary.

The practice learning plans for each field of practice and for dual fields for the MSci route demonstrate a range of practice learning opportunities across all nursing fields and across the lifespan.

**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. The programme specifications, module learning outcomes, PAD requirements and mapping documents provide evidence that the programme learning outcomes reflect the Standards of proficiency for registered nurses (NMC, 2018).

The programme documentation identifies routes for all the three fields of nursing practice, to enable students on successful completion of the programme to apply for entry onto the NMC register as an adult, child or mental health nurse or as an adult and mental health nurse. There are field specific modules for both theory and practice with learning outcomes relating to the individual field of practice.

The programme team told us there are modules shared by all three fields of nursing as well as field specific modules and that they're working to embed research throughout all modules.

There's also opportunity for inter-professional learning during a shared research module. Although only the adult field of practice is delivered on the Swindon campus, the programme team and students from Swindon cohorts told us there's a wide range of shared learning experiences available. These include shared learning with nursing associates and other professionals, such as paramedics, pharmacists and pain specialists who contribute as external speakers.

The programme specifications state exit routes for students who meet the academic criteria but fail to meet the Standards of proficiency for registered nurses (NMC, 2018) and are therefore not eligible to register with the NMC.

The programme offers a degree of flexibility and students can move between full-time and part-time at a progression point. Students follow the same theory/practice pattern but have reduced modules and time in practice for each year.

*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. The field specific modules detail the content that is applied directly to each field of practice and are taught by teaching staff with professional qualifications from that field.

The module assessments require students to apply their learning to their field of practice.

There is documentary evidence that all students undertake level one to three safeguarding relating to children and adults. There's also field specific content relating to law, pharmacology, consent and medicines administration and optimisation. In addition, students are required to pass an examination in dosage medication calculations related to their field of 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. The programme documentation outlines the learning and teaching strategy and demonstrates that a wide variety of learning and teaching methods are used throughout the programme.

There's evidence that a range of learning and teaching strategies will be utilised in the programme that balance interaction, simulation, online and classroom learning. These strategies include lectures (face-to-face or online); seminars; problem-based learning; action learning sets; use of simulation and the virtual family, skills sessions/workshops; conferences; individual and group tutorials; group-work; directed e-learning and guided reflection.

The module aims, module descriptors and programme and module learning outcomes are at an appropriate level and reflect the requirements of the SPNP(NMC, 2018) and the future nurse Standards of proficiency for registered nurses (NMC, 2018).

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. The module descriptors identify practice hours as a

combination of direct care hours and practice within a simulated environment.

The programme team told us that the hours of learning within the simulated environment that contribute to the 2300 hours of practice learning is with service users and actors undertaking the role of the patient and family members.

Service users told us of their involvement in simulation and students confirm that during simulation either service users or actors playing the role of service users are present. They told us this also includes children and young people actors who attend, supported by their responsible adult.

*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 not delivered in Wales.

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

**Yes**

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

**Yes**

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

**Yes**

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

**No**

This programme does not lead to nursing registration and registration in another profession.

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

**No**

It is not clear that undergraduate mental health nursing students have to undertake the intravenous infusion element of the safe medicate assessment. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

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

**Yes**

**Outcome**

**Is the standard met?**

**Not Met**

It is not clear that undergraduate mental health nursing students have to undertake the intravenous infusion element of the safe medicate assessment. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

Condition one: Amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (SPNP R2.1, R4.6, R4.8; SFNME R5.8)

**Date: 17 March 2020**



**Post Event Review**

**Identify how the condition is met:**

The programme team have provided an amended OBU nursing and midwifery safe medicate strategy 2020 which outlines the requirements for the medication calculations examination. These requirements now state that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. Condition one is now met.

**Evidence**

Updated OBU safe medicate strategy, undated

Updated BSc (Hons) nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSc nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSci nursing (adult and mental health) clinical practice experience four module descriptor, undated

**Date condition(s) met:** 18 April 2020

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

***Met***

Condition one is met.

Assurance is provided that SPNP R2.1, R4.6, R4.8 and SFNME R5.8 are now met.

**Standard 3. Practice learning**

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

**Met**

R3.1 is met. The programme documentation shows that students will be able to achieve the Standards of proficiency for registered nurses (NMC, 2018) through access to a variety of practice learning experiences across PLP organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students gaining experience with a diverse range of people

across the four fields of nursing practice.

A hub and spoke model is used to enable students to meet specific learning outcomes that they may not experience in their main placement. Spokes vary in length and are flexible considering the length of the hub placement. Longer spokes are likely to be more formalised rotational type placements and will therefore be subject to audit. Spoke placements are used to enhance placement experience and to ensure adequate exposure across the four fields of nursing and the lifespan. Individual student practice learning journeys are monitored by link lecturers who will work with academic advisers and placement leads to adjust placement allocations if necessary.

The PAD has a section for students to record when they have experience of caring for different client groups and also opportunities for service users to comment on student performance. Service user feedback is sought by the students practice supervisor/practice assessor who then discuss this feedback with the student as part of the students ongoing development.

Students told us they undertake written reflections of caring for different client groups which are uploaded into their e-PAD. These are discussed during mid-point and end-point meetings with their practice assessors. Action learning sets are in place to facilitate students learning from reflection.

A practice education management system (PEMS) is used for placement allocation and the programme team told us that students have individual training plans. There's evidence of a process in place to support some student choice and students told us of the opportunity to make requests on the placement planning form they submit to the PEMS. However, some students told us that they've not received feedback as to why particular requests has not been granted. The programme team are advised to ensure that students fully understand how placement allocations are linked to individual student journeys to ensure achievement of all programme outcomes and proficiencies. (Recommendation two)

There's robust evidence of partnership working between the school and PLPs. The placement patterns and design sub-group of the programme development team has membership from both the school and PLP organisations and has the remit to ensure the development and management of capacity of the practice learning environments are maintained. Capacity within practice learning environments to accommodate any fluctuation in student numbers is managed collaboratively. Senior leaders in PLPs told us they're confident they have sufficient capacity to support the hub and spoke model for the expected student numbers.

**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 hub and spoke model used by the school is designed to ensure students are allocated to a variety of practice learning experiences to meet the holistic needs of people of all ages. Students told us that their allocation of practice learning experiences were varied and enable them to deliver care to clients across the age span. The length of placements are sufficient to provide students with the opportunity to experience continuity of care.

The programme team told us about the ongoing work of the practice education partnership groups in developing the placement profiles. These profiles outline the learning opportunities for each area. The information includes detail of the specialty of the area, the age range of the clients cared for and opportunities for inter-professional learning and exposure to the skills identified within annexe A and B of the future nurse proficiencies. These profiles are used by the placement team when allocating hub and spoke placements. Students are able to access these profiles prior to their placement in that particular area.

### **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 documentation shows that students will be able to meet the communication and management skills and nursing procedural skills within their field of practice. The skills identified in annexe A and B are reflected in the PAD. Opportunities to undertake these skills as set out in the Standards of proficiency for registered nurses (NMC, 2018) are identified in the modules.

Simulated practice across the programme will provide students with the opportunity to practise these skills and the hub and spoke model of practice learning aims to maximise the opportunity for students to undertake these skills in practice.

PLPs told us they're currently reviewing relevant policies within their organisation to ensure maximum involvement of students in procedures and that much of this work has already been completed. They are also undertaking a scoping exercise to feed into the PEMS identifying where opportunities to develop skills relating to the annexes are available.

There are a small number of procedural skills identified to be delivered via

simulation for child and mental health students. The programme team and PLPs told us that students studying the adult field of practice will have exposure to these during practice learning.

**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 documentation identifies an appropriate use of simulation based and technology enhanced learning opportunities to support learning and assessment. Examples include cross-field simulations, use of the virtual family and ongoing formative work with safe medicate. The students told us about the range of learning opportunities and told us the feedback they get from the service users and actors in the simulation scenarios helps them to develop their practice.

The senior management and programme team told us that access to simulation facilities was equitable across the two sites. The students at both Oxford and Swindon campuses told us about the facilities they have and spoke highly about the simulation centres and the opportunities they have to participate in simulated scenarios with service users and actors.

The module specifications refer to direct care placement hours and simulation-based education. However, the hours included within simulation that contribute towards the 2300 hours of practice learning are undertaken with service users or actors playing the role of clients. This ensures the adult field routes comply with Article 31 (5) of directive 2005/36/EC and complete 2300 hours of practice learning with people.

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

***Met***

R3.5 is met. The programme documentation shows that there's robust processes in place to take account of students' individual needs with regards to reasonable adjustments. A placement planning form is completed by students to disclose particular circumstances.

The PAD provides students with guidance on how to alert practice supervisors and

practice assessors to their reasonable adjustment needs. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support.

The programme team told us the PEMS has a section where the student's reasonable adjustments can be noted. The student also has the opportunity to provide additional information within the placement planning form. Both sets of information are used at the point of allocation to ensure appropriateness and to ensure the students adjustment requirements are considered and actioned.

Students told us they're aware of the support available and the mechanisms in practice for providing reasonable adjustments, giving us examples of when adjustments had been made.

Students speak highly of the support services available for students with dyslexia and those who have health needs. PLPs told us that they've supported students with a range of needs.

Students told us they're supported in practice by practice assessors and supervisors, link lecturers, academic assessors and academic advisers who provide pastoral support. Although there are processes in place, so students know who to contact, some students were confused between the academic assessor and academic adviser role. There was also some confusion as to who the nominated person is for each practice area to support students and manage any concerns raised. The programme team told us it is the link lecturer but the PLPs told us it is a named person within their practice area. The programme team are therefore advised to clarify for all stakeholders who the nominated person is for each practice setting to actively support students and address student concerns. (Recommendation one)

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

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

**Yes**

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

**Yes**

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

Yes

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 17 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

**Standard 4. Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

*Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that*



*the QA approval criteria below is met or not met*

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

***Met***

R4.1 is met. The inter-professional placement quality assurance guidance document provides evidence that practice learning environments undergo an audit to determine the suitability of the environment to support student learning and that student experiences in practice are evaluated.

This requires completion of the placement learning environment audit tool (PLEAT) which is completed online using the PEMS. The PLEAT uses a RAG (red, amber, green) rating approach and action planning.

The PLEAT captures the totality of learners accessing the practice areas to ensure appropriate support and assessment. The programme team and PLPs told us that audit information is managed through the placement education unit (PEU) and monitored annually with outstanding actions flagged.

The programme team confirm that audits are conducted in partnership with the practice learning provider. This is usually undertaken by the link lecturer in conjunction with an identified link person from the practice learning area. The frequency of the audit cycle is three yearly with an annual review of the action plan and annual (or more frequent) updating of the placement profile.

Students told us they formally evaluate their practice learning experiences. Programme external examiners visit practice areas and provide feedback on these visits as part of their duties.

The school has a process for monitoring external quality reviews which states the PLP must inform OBU of any impending quality assurance reviews via the PEU. This process was confirmed by the PLPs we met, and they told us that they have regular meetings to review action plans and progress made.

The school works in partnership with PLPs to ensure the number of students allocated to an area corresponds with audited numbers. PLPs told us that they're continually reviewing capacity and identifying new learning opportunities. They said the introduction of the SSSA (NMC, 2018) has helped to increase learning opportunities as students can now be supervised by other registered health and social care professionals.

**There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared**

**for their roles. (R4.2)**

***Met***

R4.2 is met. Documentary evidence states that all students continuing on programmes designed to meet the Standards for pre-registration nursing education (NMC, 2010) transferred to the SSSA (NMC, 2018) in 2019. The modified PAD presented at gateway two reflects the new roles and responsibilities for those supporting and assessing student learning in practice.

The PLPs told us about a shared PLP approach to the preparation of practice supervisors and practice assessors to support the implementation of the PAD and OAR.

Documentary evidence details a comprehensive preparation programme for practice supervisors and practice assessors with clear learning outcomes and supporting materials.

The roles of practice supervisor and practice assessor are fully evidenced in the practice education handbook. Students benefit from a range of both academic and practice staff to support their learning and these include the academic advisor, academic assessor, practice supervisor, and practice assessor.

The students and PLPs we met are fully conversant with the new roles of the practice supervisor and practice assessor. Mechanisms are in place to ensure the students have different practice and academic assessors for parts of the programme.

There's evidence of partnership working, joint working arrangements and sharing of good practice via the placement support process which includes practice supervisor and practice assessor preparation workshops. In addition, practice assessor preparation includes the rubrics and information to undertake the grading of practice. Flow charts describe the mechanism for communication between the student's practice assessor and academic assessor. This process is generally conducted electronically but there is flexibility within the system for additional meetings if particular problems are identified.

The programme team and PLPs told us they're fully committed to supporting the programme in line with NMC requirements and have reviewed the skills of their practice supervisors and practice assessors over the last year to ensure upskilling and alignment to annexes A and B. In addition, they're providing time for staff to undertake these roles and are progressing with preparing other registered health and social care professionals to undertake the practice supervisor role.

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

**There are processes in place to ensure the NMC is informed of the name of**

**the registered nurse responsible for directing the education programme (R4.3)**

**Yes**

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

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

**Met**

R4.4 is met. The programme documentation shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. Feedback is included for each module and these have both formative and summative components. Feedback on academic assessments is provided through Turnitin on the module virtual learning environment pages. The academic assessor is identified as being responsible for providing feedback on assessment progression in theory and practice in collaboration with the practice assessor.

The PAD enables both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting.

The PAD includes feedback forms for SUCs to provide feedback to students.

The PAD also contains sections where peer feedback is documented.

Students told us that there are opportunities for formative feedback which is then followed by summative feedback which clearly tells them how to improve performance. One student gave us an example of effective feedback in relation to dyslexia.

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

**Met**

R4.5 is met. There's evidence of comprehensive mapping within the module descriptors to demonstrate that students will meet the Standards of proficiency for

registered nurses (NMC, 2018) within each of the fields of nursing practice.

The PAD is mapped to the NMC Standards of proficiency for registered nurses and demonstrates that students will meet programme outcomes for their fields of nursing practice: adult, mental health, or children's nursing.

The PAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements.

The assessment of proficiencies are undertaken across parts two and three of the BSc and MSc and parts two to four of the MSci programme. If a proficiency is assessed as achieved early in part two, it is expected that the student maintains that level of proficiency and can be re-assessed in subsequent placements at the practice assessor's discretion.

There are rubrics available in the PAD detailing the level of knowledge and expertise for each part of the programme. The programme external examiner is involved in moderation of the practice element to ensure consistency across practice supervisors and practice assessors.

*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)**

**No**

R4.6 is not met. Students undertake formative opportunities at safe medicate in the year one and year two clinical experience modules. There's a summative assessment with 100 percent pass requirement for numeracy calculations in the final clinical experience module.

Students are required to achieve 100 percent pass in this assessment under invigilated conditions. However, it is not clear in the programme documentation that undergraduate mental health nursing students have to undertake the intravenous infusion element of this assessment. The programme team told us that they do, but there's no documentary evidence of this. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

**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)**

No

R4.8 is not met. Students undertake formative opportunities at safe medicate in the year one and year two clinical experience modules. There is a summative assessment with 100 percent pass requirement for numeracy calculations in the final clinical experience module.

Students are required to achieve 100 percent pass in this assessment under invigilated conditions. However, it is not clear in the programme documentation that undergraduate mental health nursing students have to undertake the intravenous infusion element of this assessment. The programme team told us that they do, but there's no documentary evidence of this. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

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

Yes

**There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)**

Yes

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

Yes

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

**No**

Students are required to achieve 100 percent pass in the numeracy safe medicate assessment under invigilated conditions. However, it is not clear in the programme documentation that undergraduate mental health nursing students have to undertake the intravenous infusion element of this assessment. The programme team told us that they do, but there's no documentary evidence of this. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

It is not clear that undergraduate mental health nursing students have to undertake the intravenous infusion element of the safe medicate assessment. Therefore, the programme team are required to amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (Condition one)

Condition one: Amend the programme documentation to reflect that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. (SPNP R2.1, R4.6, R4.8; SFNME R5.8)

**Date: 17 March 2020**

**Post Event Review**

**Identify how the condition is met:**

The programme team have provided an amended OBU nursing and midwifery safe medicate strategy 2020 which outlines the requirements for the medication calculations examination. These requirements now state that students who undertake the undergraduate mental health nursing programme are required to achieve a 100 percent pass mark in the intravenous infusion element of the safe medicate examination. Condition one is now met.

**Evidence**

Updated OBU safe medicate strategy, undated

Updated BSc (Hons) nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSc nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSci nursing (adult and mental health) clinical practice experience four module descriptor, undated

**Date condition(s) met:** 18 April 2020

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

***Met***

Condition one is met.

Assurance is provided that SPNP R2.1, R4.6, R4.8 and SFNME R5.8 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 are no fall back exit awards that provide eligibility for registration with the NMC.

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

**Yes**

**Outcome**

**Is the standard met?**



**Met**

**Date: 17 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

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

**N/A**

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	
Handbooks for the RPL, March 2020	

Interview proformas and interview schedules, December 2018

Post visit documents to support conditions are met:

Updated OBU safe medicate strategy, undated

Updated BSc (Hons) nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSc nursing (mental health) clinical practice experience three module descriptor, undated

Updated MSci nursing (adult and mental health) clinical practice experience four module descriptor, undated

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	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:	
MSc adult nursing, third year x one	
MSci adult and mental health nursing, third year x one and second year x one	
BSc adult nursing, third year x two and first year x two	
BSc child nursing, second year x two and first year x two	
BSc mental health nursing, second year x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	

System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
Berkshire Healthcare NHS Foundation Trust Hungerford Surgery	
If you stated no above, please provide the reason and mitigation	
This is an established AEI and visits to facilities were not needed.	
Additional comments:	

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### **Issue record**

#### **Final Report**

Author	Jill Barnes Mary Rooke	Date	22 March 2020
Checked by	Ian Felstead-Watts	Date	7 May 2020
Submitted by	Lucy Percival	Date	15 May 2020
Approved by	Leeann Greer	Date	19 May 2020