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Programme approval visit report

Section one

Programme provider name:	Queen Margaret University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Lothian NHS Borders NHS Fife Private, independent and voluntary health care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: MN/BSc (Hons) Nursing Programme start date: 7 September 2020 Academic level(s): SCQF: Level 10 Level 11	
Date of approval	25 June 2020
QA visitor(s):	Registrant Visitor: Pepsi Takawira Lay Visitor: Doug Carr

Summary of review and findings
Queen Margaret University (QMU), an approved education institution (AEI) presented documentation for the approval of a pre-registration nursing programme. The proposed award titles are MN/BSc (Hons) Adult Nursing, offered as a four-year, full-time direct entry route. The approval visit was undertaken from a distance due to COVID-19. The programme is proposed for delivery from 7 September 2020. The programme documentation and evidence presented at the approval visit confirm the curriculum content, modes of delivery and practice experiences are designed to enable students to meet the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018). The essence of the new standards is captured and explained both in the programme documentation and through discussion at the approval visit. QMU is involved in partnership working with other Scottish AEIs in the development of practice assessment documents (PAD) and ongoing achievement record (OAR) for pre-registration nursing students. To support the implementation of the Scottish PAD there are shared regional and national strategies and local plan approach to preparing practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) (NMC, 2018). We found evidence that QMU is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at both strategic and operational levels. Service users, employers, practice learning partners (PLPs) and students confirm their involvement in the design and development of the programme. Concerns raised in external quality monitoring reports necessitating actions by QMU and associated PLPs to assure the quality of student practice learning placements are addressed collaboratively to mitigate risks to student learning. The SSSA are met at programme level. Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME), SPNP (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The programme is recommended to the NMC for approval subject to five conditions, two of which are joint University and NMC conditions. Two university

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recommendations are made.

Updated 24 July 2020:

The programme team submitted revised documentation which evidences the changes required to meet the five NMC conditions. The conditions are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Produce a strategy and implementation plan, that ensures sustainable service user and carer involvement in the design, development, delivery and evaluation of the Future Nurse programme. To include evidence of suitable preparation (including equality, diversity and inclusion (EDI)) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: Develop a strategy to ensure use of simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. (SPNP R3.4) Condition four: Produce an agreed strategy and implementation plan for inter-professional learning opportunities. (SFNME R1.13, R3.16; SPNP R2.1)

	Education governance: management and quality assurance:
	Condition five: Review programme documentation to ensure accuracy, correct errors and inconsistencies in terminology. (SFNME R2.3, R2.4, R2.6; SPNP R2.1) (Joint University and NMC condition) Condition three: Confirm the process for obtaining student agreement to the proposed transfer to the 2018 NMC programme standards and provide evidence of consent. (SFNME R2.1) (Joint University and NMC condition)
Date condition(s) to be met:	24 July 2020
Recommendations to enhance the programme delivery:	Recommendation one: To review the assessment load for students and reconsider whether multiple assessments are necessary in the majority of modules. (University recommendation) Recommendation two: To review the proposed word count for dissertations in level four and consider whether this is appropriate for the number of credits at this level. (University recommendation)
Focused areas for future monitoring:	

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided a detailed strategy and implementation plan, that assures sustainable service user and carer (SUC) involvement in the design, development, delivery and evaluation of the future nurse programme. The strategy includes a shared governance processes for safe and effective management of the SUC contributions. Condition one is now met. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1)

The programme team have provided a detailed simulation strategy which provides assurance that simulation-based learning opportunities will be used effectively and proportionately to support learning and assessment. Condition two is now met (SPNP R3.4)

Revised documentation detailing the process for obtaining student agreement to the proposed transfer to the 2018 NMC programme standards has been provided. Condition three is now met. (SFNME R2.1)

Revised programme documentation and an agreed strategy provides evidence of an implementation plan for inter-professional learning opportunities within the programme. Condition four is now met. (SFNME R1.13, R3.16; SPNP R2.1)

Revised programme documentation provides assurance that amendments have been made to address accuracy and inconsistencies in terminology. Condition five is met. (SFNME R2.3, R2.4, R2.6; SPNP R2.1)

SFNME is now met.
SPNP are now met.

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:	24 July 2020

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Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders
Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all

other stakeholders

R2.4 comply with NMC <u>Standards for student supervision and assessment</u>

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
<u>Standards for student supervision and assessment (NMC, 2018)</u>

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

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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

Programme documentation and evidence at the approval visit confirm that QMU is committed to working with a range of key stakeholders in the design, co-development, delivery, and evaluation of the programme at both strategic and operational levels. These stakeholders include PLPs, students and SUC. The development of assessment practices, module descriptors, and number of modules in the proposed programme are linked to feedback from these stakeholders. SUC, students and PLPs tell us that they have been involved in the development of the programme.

QMU is involved in partnership working groups across Lothian and the Borders practice learning area in Scotland. These include collaborative strategic steering group for the Scottish future nurse, Scottish practice assessment document group

(Scottish PAD), the Scottish collaboration for the enhancement of preregistration nursing (SCEPRN), quality management of the practice learning environment (QMPLE) and the Lothian and Borders practice learning and education committee (PLEC). These groups monitor supervision and assessment of students through feedback and evaluation from staff in practice learning environments and students. Documentation and evidence from the approval visit indicate that QMU works collaboratively and effectively with local AEIs and PLPs in the Lothian and Borders area to provide opportunities to further develop and maximise practice learning in a range of different practice learning environments.

Placement allocation is undertaken in partnership with PLPs and other AEIs in accordance with regional and national requirements. We found appropriate systems and processes, are in place to ensure safe and effective coordination of learning within practice learning environments. Appropriate processes are in place to manage concerns.

The leadership team confirm adequate resources to support the delivery of the programme from university and practice learning perspectives. We found effective governance systems and processes are in place to ensure compliance with legal, regulatory, education and professional requirements.

Students tell us that they experience appropriate practice learning opportunities. A university wide student partnership agreement (SPA) sets out the ways in which students can improve the student experience in partnership with QMU.

Students are positive about support provided for theory and practice learning in the current pre-registration nursing programme. They confirm support is responsive and timely. Students say they're consulted about the new programme. Learning resources are effective, including academic, pastoral and practice support and for students with additional learning needs. We found that students can feedback through formal evaluations and directly to the programme team and PLPs.

Senior management team tell us that the number and diversity of SUCs would be increased and that a revised approach to evaluating their involvement, integrating into other general approaches to evaluating programmes, is planned. SUCs confirm their engagement in the co-production of the programme. However, discussions at the approval visit indicate that SUCs are unclear if their contribution has been reflected in the programme. SUCs tell us that they don't receive any training to prepare them for their involvement in the recruitment and selection of students to the programme or learning and teaching activities that they are involved in. This must be addressed. (Condition one)

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

Not Met

There's no firm plan for how SUC will be involved in recruitment, delivery, assessment and evaluation of the programme. This must be addressed. (Condition one)

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: <u>Standards for student supervision and assessment</u>

Met

If not met, state reason

There's no firm plan for how SUC will be involved in recruitment, delivery, assessment and evaluation of the programme. This must be addressed.

Condition one: Produce a strategy and implementation plan, that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. To include evidence of suitable preparation (including EDI) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1)

Post Event Review

Identify how the condition is met:

The programme team submitted documentary evidence that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. The documentation provides assurance that SUC involved the programme will receive preparation and training for their roles. Condition one is met.

Evidence:
SUC Strategy and Implementation Plan, July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

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Met

Condition one is met.
SFNME R1.12, R2.6, R2.7, R5.5 and R5.14 are now met.
SPNP R2.1 is 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

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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)

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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. There's an established university process for recognition of prior learning (RPL). Documentary evidence indicates that RPL can be used for a

maximum of 50 percent of the programme. There's clear evidence of RPL processes, mapped against programme outcomes at all levels and against academic levels. RPL processes comply 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. There's an established university process for RPL which includes documentary evidence indicating that RPL can be used for a maximum of two-thirds (66 percent) of the programme for NMC registered nurses. RPL claims are mapped by the admissions tutor to ensure they sufficiently demonstrate achievement of the Standards of proficiency for registered nurses and the programme outcomes.

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 and the approval process confirm opportunities for students to develop abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes are embedded throughout the modules. The use of the virtual learning environment (VLE) is integrated throughout the programme with structured learning activities to support face-to-face teaching and learning. There are high levels of support to enable students to develop their skills in these areas. The library and student services run support sessions that students can self-enrol on to enhance skills.

The programme team confirm the ongoing development of student abilities during the programme are supported by an extensive range of online resources and captured via QMU's philosophical values framework of person centredness.

Digital literacy is developed through use of the VLE using a variety of digital and technological resources, with a preliminary assessment of IT skills using TRAK

training at the beginning of the programme. Some modules on the programme are delivered partially using e-learning methods. Students tell us that the programme team is responsive to students' requests for support for all aspects of the programme.

Literacy is supported through the programme by developing skills in communication, reading, interpretation, application, and analysis. There's documentary evidence that the Scottish PAD and the OAR are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

Not Met

Programme team tell us there's plans to transition the students who have completed years one and two of the current programme onto the new programme from Sept 2020. There is evidence to assure that transitional arrangements are in place for those students affected. Students tell us they've been involved in consultations and briefings on these changes and how this will affect them. Discussion with students provides assurance that they're aware of the implications and how support during practice learning opportunities will differ from September 2020 onwards, however there is no evidence that consent for transition has been sought from all affected students, this needs addressing. (Condition three)

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

Registered nurses can apply for RPL which may be more than 50 percent, and this is mapped to the Standards of proficiency for registered nurses and programme

outcomes.

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

No

Consent for transfer to the new programme has not been sought from all affected students. (Condition three)

Outcome

Is the standard met?

Not Met

There's no assurance that consent has been sought from all students transferring to the new standards. This must be addressed. Condition three: Confirm the process for obtaining student agreement to the proposed transfer to the 2018 NMC programme Standards and provide evidence of consent. (SFNME R2.1)

Date: *25 June 2020*

Post Event Review

Identify how the condition is met:

An updated document detailing of the process for obtaining student agreement to the proposed transfer to the 2018 NMC programme Standards has been provided. This process provides assurance that consent with sought from all students affect by the changes.

Condition three met.

Evidence
Processes for confirmation of student transition, July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

Met

Condition three is met.
SFNME R2.1 is 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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 not met. SUCs tell us that they don't receive training to support them in their role. They tell us that they're involved in recruitment and selection of prospective students. We found SUC involvement in learning and teaching is through service user accounts, objective structured clinical assessments (OSCAs), where they can provide direct feedback to student assessments. SUCs are asked to provide feedback in practice via the PAD. There's no assurance that there is a sustainable plan for maintaining SUC involvement in the design, development, delivery, and evaluation of the Future Nurse programme. (Condition one)

Programme documentation and approval process confirm that there are opportunities for students to engage in inter-professional learning in both theory and practice learning experiences. The interdisciplinary education and learning framework (IDEAL) focus on several interdisciplinary working themes including

personal and professional development, communication and team working. The framework document which outlines the overall approach to interdisciplinary learning has been approved by some governance groups within the institution but has yet to be fully approved within the Division the School where Nursing programmes sit. This need addressing. (Condition four)

There are inaccuracies and inconsistencies within the programme documentation that require correction. (Condition five)

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. Programme documentation and the approval process confirm that all theory modules provide exposure to the four fields via both the module content and practice learning. The programme's person-centred framework approach encourages enquiry-based learning prompting students to ask questions, challenge practice, interrogate evidence and identify solutions and conclusions to meet the programme outcomes. This person-centred approach provides opportunities for students to explore principles underpinning care in a range of practices across the lifespan.

The programme team and PLPs tell us a regional approach to placement allocation is taken. PLPs have responsibility for allocating practice learning placements in partnership with other AEIs in the region.

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Students confirm that they have exposure to the four fields through enquiry-based learning and practice learning opportunities. They have opportunities to gain an appropriate breadth of practice learning experiences across the lifespan in a variety of settings and these experiences are recorded in the PAD. PLPs work reciprocally with other trusts and independent practice partners to ensure students have the necessary breadth of practice learning experience. PLPs work with students to identify other opportunities which will enable them to meet practice placement learning outcomes.

Student progress and placement learning is monitored by the practice tutor.

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

Met

R2.5 is met. There's clear evidence in the programme and module specifications that the programme will prepare students to enter the register in their chosen field of nursing practice. Module descriptors show field specific content and assessment. The adult field of nursing practice learning outcomes and content effectively address the requirements of the EU directive 2005/36/EC. There's documentary evidence of comprehensive skills mapping incorporating annexes A and B of the Standards of proficiency for registered nurses.

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. Programme documentation provides evidence that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in the adult field of nursing practice. There's evidence of complexity in these key areas as students progresses through the four years. The Scottish PAD adopted for the programme is also designed to assess pharmacology and medicines administration for entry to the register.

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 documentation and the approval process confirm that the programme has an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. All hours and learning outcomes must be achieved by the end of the programme. The programme handbook and module descriptors detail theory and practice content and expected learning outcomes. The proposed programme structure evidences the practice allocation model which demonstrates achievement of programme hours.

A comprehensive range of teaching, learning and assessment strategy underpinned by a person-centred philosophy detailed in the programme documentation is utilised to actively engage students. These strategies include simulation, active learning communities, blended learning, expert practitioner input and research informed teaching. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme.

There's an equal balance of theory and practice across the programme stages. These meet the required 2300 hours in theory and 2300 hours in practice learning.

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)

No

The programmes leads to registration in a single field of nursing.

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

The programmes leads to registration solely with the NMC.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and</u>

midwifery education relevant to curricula and assessment are met

No

There's no operational SUC strategy. (Condition one)

There's no strategy and implementation plan for inter-professional learning opportunities. (Condition four)

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

There's no operational SUC strategy.

Condition one: Produce a strategy and implementation plan, that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. To include evidence of suitable preparation (including EDI) for engagement with student recruitment and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1)

There's no strategy and implementation plan for inter-professional learning opportunities.

Condition four: Produce an agreed strategy and implementation plan for inter-professional learning opportunities for theory learning. (SFNME R1.13, R3.16; SPNP R2.1)

There are inaccuracies and inconsistencies within the programme documentation that require correction. (Condition five) (SFNME R2.3, R2.4, R2.6; SPNP R2.1)

Date: *25 June 2020*

Post Event Review

Identify how the condition is met:

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Condition one:
The programme team submitted documentary evidence that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. The documentation provides assurance that SUC involved the programme will receive preparation and training for their roles.

Condition one is now met.

Evidence:
SUC Strategy and Implementation Plan, July 2020

Condition four:
The programme team have provided a strategy and implementation plan for inter-professional learning opportunities within the programme. Inter-professional learning is incorporated into all modules, offering opportunities for learning with other health care students at different stages of the programme.

Condition four is now met.

Evidence:
Master of nursing inter-professional learning activities: strategy and implementation plan, July 2020

Condition five:
Revised programme documentation provides assurance that amendments have been made to address accuracy and inconsistencies in terminology. Condition five is met. (SFNME R2.3, R2.4, R2.6, SPNP R2.1)

Evidence:
Master of Nursing BSc (Hons) definitive document, July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R1.12, R2.6, R2.7, R5.5 and R5.14 are now met.
SPNP R2.1 is met.

Condition four is now met.
SFNME R1.13 and R3.16 is now met.
SPNP R2.1 is met.

Condition five is now met.

SFNME R2.3, R2.4 and R2.6 are met.
SPNP R2.1 is met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. Documentary evidence and discussion at the approval visit confirms the QMU in partnership with PLPs has procedures and policies in place to ensure students meet the Standards of proficiency for registered nurse to deliver safe and effective care to a diversity of people across the four fields of nursing practice. Exemplar practice placement plans confirm students will have exposure to all the four fields. Module specifications demonstrate students are prepared during theory sessions for practice This ensures they have knowledge and understanding of the care requirements for diverse patient groups across a range of ages.

The programme team tells us that an individualised approach is taken to placement allocation to ensure students have the necessary placement learning opportunities. The QMU works with other PLPs and AEIs to ensure appropriate practice learning is in place for all students. This approach ensures there's sufficient practice learning capacity. The programme's underpinning philosophy of person-centred care promotes SUC involvement in the formative feedback of students work and aspects of programme delivery.

QMU is adopting the Scottish PAD and OAR which has been mapped to the NMC proficiencies for registered nurses. Current students tell us they have opportunities to undertake spoke practice learning placements in a variety of alternative areas to gain other relevant practice learning experiences.

There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. There is a joint procedure between PLPs and AEI for managing fitness to practice issues.

A fitness for practise process is in place adopting a collaborative approach which is responsive to student need and underpinned by a tri-partite approach. A reporting mechanism is in use which monitors the process of fitness to practice through the QMU's student experience committee.

QMU uses a national framework for raising concerns in practice. Clear university policies are in place for raising concerns from the perspective of both students and staff in academic practice. Students tell us that they are regularly made aware of

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the process regarding raising concerns.

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 programme team and PLPs confirm students will have opportunities to engage in a diverse range of practice placement experiences to meet the holistic needs of people of all ages. Students are offered a range of learning opportunities across the wide and varied practice placements in NHS Lothian and Borders region, this practice learning capacity is shared with another local AEI. An exemplar plan of a student practice placement journey demonstrates allocation of appropriate and relevant experiences ensuring students have these opportunities. The anticipated practice pattern details varied experiences across the lifespan. There's evidence that students will be supported by practice supervisors and practice assessors who will identify learning opportunities which will enable them to develop and meet the Standards of proficiency.

The student handbook clearly sets out how students will be supported and assessed in practice. The tripartite nature of practice assessment is made clear in the PAD. Programme team confirm that the identification and monitoring of placements is undertaken collaboratively through QMPLE and PLEC groups. There's assurance that placement audits are undertaken to assure the quality of placement learning.

Students confirm that feedback about placement learning is through formal placement evaluations, and that the programme team is responsive to these evaluations.

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. The Scottish PAD clearly maps the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed. Communication and relationship management skills are assessed through the Scottish PAD. SUCs give feedback to students through the Scottish PAD. Practice learning

opportunities allow students to meet the annexes as evidenced through successful completion of the Scottish PAD. The programme team and students tell us that communication is an aspect of learning that is particularly well integrated throughout the programme with increasing levels of complexity and links with other elements of the programme.

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)

Not Met

R3.4 is not met. Programme documentation and the approval process confirm that simulation is used to support and enhance skills teaching. QMU don't have simulation strategy for monitoring that simulation is effectively and proportionately used to support learning and assessment for the proposed programme. This needs addressing. (Condition two)

Compliance with the content of Article 31(5) of directive 2005/36/EC is evident and mapped to the content of the programme specification and module documents.

The leadership team confirm that robust support is provided to students to engage with technology. The programme is supported by the learning resource centre who provide a variety of support services which include the libraries and information technology (IT) facilities.

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. Programme documentation and the approval process confirm that QMU has robust policies and procedures in place to ensure that students' individual needs and circumstances are considered at all levels of the programme. This allows reasonable adjustments to be made as appropriate. Students confirm various reasonable adjustments they've had in both practice learning environments and the university. The practice learning initial interview gives students the opportunity to discuss reasonable adjustments with their practice supervisor. This features in the checklist for practice learning orientation in the Scottish PAD. PLPs tell us that they are aware of the ability of students to request reasonable adjustments; that students are readily prepared to make such requests and that PLPs work well with students to accommodate circumstances which

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require some consideration and adjustment.

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?

Not Met

There's no strategy or plan to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately

Condition two: Develop a strategy to ensure use of simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. (SPNP R3.4)

Date: *25 June 2020*

Post Event Review

Identify how the condition is met:

A simulation strategy has been developed to illustrate technology enhanced and simulation-based learning opportunities within the pre-registration nursing programme and how they are used effectively and proportionately.
Condition two is met.

Evidence:
Master of simulation strategy, July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.
SPNP R3.4 is met.

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

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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. Programme documentation and the approval process provide evidence of processes to monitor how the supervision, support, learning, and assessment provided complies with the NMC SFNME. The Scottish PAD and associated national guidance provide an objective approach to assessing students' practice learning and achievement of the Standards of proficiency for registered

nurses. There are policies in place supporting quality assurance of the programme.

The programme team and PLPs tell us those involved in student supervision and assessment are suitably prepared and undergo appropriate updates. Online learning, a face-to-face programme and other resources are being used to prepare for the implementation of the SSSA. There are handbooks for practice supervisors and practice assessors. These handbooks outline process for supporting and assessing students in practice.

We found there's an effective partnership approach in the implementation of the SSSA. PLPs have plans in place to manage process for supporting students concurrently under existing arrangements and the SSSA. PLPs confirm there are enough practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students describe the feedback from tutors on academic assessments as of a good standard. Feedback is individualised with opportunities for further discussions with personal academic tutors (PAT). Students present told us they receive high levels of support, particularly from their PAT, student support service provides a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

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 in gateway two and the approval process confirm robust processes in the preparation for, and introduction of, the SSSA. The role and responsibilities of practice supervisors and practice assessors are detailed in programme documentation and made explicit in the national framework for practice assessors, practice supervisors and academic assessors in Scotland and associated guidance. We found PLPs and academic assessors have a clear understanding of the requirements of the SSSA. A regional and national approach to supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors and practice assessors. Practice assessors say they're confident about how SSSA is being implemented and are aware of their roles and responsibilities in this regard. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment. Students will be supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors in line with regional

implementation plans.

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. There are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. The assessment process provides feedback and feed forward to students on their performance and achievement. Students confirm they receive a good level of support within the university and in practice learning environments. Students say they've formative feedback opportunities to prepare them for summative assessments. Students confirm they're able to obtain service user feedback through the Scottish PAD and during simulated OSCA assessments.

The Scottish PAD provides opportunities for students to receive feedback about their progress in practice. Practice supervisors record their decisions on the student's progress and proficiency. A variety of methods are used to capture feedback from students, including innovative electronic methods (such as Mentimeter, Kahoot and Evoke) in conjunction with both formal and informal dialogues and discussions with students.

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. Comprehensive mapping of the NMC standards of proficiency to the

adult field of nursing provides assurance that students will meet the Standards of proficiency for registered nurses in their field of nursing practice.

PLPs and the programme team confirm there are collaborative processes for preparation for enhanced skills delivery in practice learning and practice assessment.

Students tell us that the programme and practice learning opportunities prepare them for their particular field of nursing.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *25 June 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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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

Yes

BSc (Hons) Nursing (adult) is an exit award for students registered on the MN Nursing. There is no exit award conferring NMC registration on the BSc (Hons) Nursing route.

Assurance is provided that the <u>Standards framework for nursing and</u>

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midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met
Date: *25 June 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

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SUC strategy and implementation plan, July 2020
Processes for confirmation of student transition, July 2020
Master of nursing inter-professional learning activities, strategy and implementation plan, July 2020
Master of simulation strategy, July 2020
Master of Nursing BSc (Hons) definitive document, July 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two fourth year adult nursing students. Four third year adult nursing students. One second year adult nursing students. Four first year adult nursing students. Two adult nursing graduate (completed September 2019).	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List St. John's Hospital, NHS Lothian, October 2018 St. John's NHS Lothian, 21 February 2019	

If you stated no above, please provide the reason and mitigation
This is an established AEI and visits to facilities are not required.
Additional comments: