

Programme approval visit report

Section one

Programme provider name:	University of Leeds
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Leeds Teaching Hospital NHS Trust Bradford Teaching Hospitals NHS Foundation Trust Leeds Community Health Care NHS Trust Leeds West Clinical Commissioning Group Leeds North Clinical Commissioning Group Leeds South and East Clinical Commissioning Group Harrogate NHS Trust York Teaching Hospital NHS Airedale NHS Foundation Trust Leeds and York Partnership South West Yorkshire Partnership NHS Trust Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Adult) (International) Programme start date: 21 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Nursing (Mental health), BSc (Hons) Nursing (Mental Health) (International) Programme start date: 21 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Pre-registration nursing - Child Title of programme: BSc (Hons) Nursing (Child), BSc (Hons) Nursing (Child)	

(International)
Programme start date: 21 September 2020

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

Date of approval

13 May 2020

QA visitor(s):

Registrant Visitor: Rachel Game
Lay Visitor: Mary Rooke

Section two

Summary of review and findings

The University of Leeds (UoL) is an approved education institution (AEI). UoL Faculty of Medicine and Healthcare, School of Healthcare (the School) is seeking approval of their undergraduate pre-registration BSc (Hons) nursing programme against the NMC Standards for pre-registration nursing programmes (SPNP) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The routes presented for approval are the full-time three-year BSc (Hons) Nursing degree which incorporates eligibility to register as a nurse with the Nursing and Midwifery Council (NMC) in one of three fields of practice (adult, child or mental health nursing), and a four-year BSc (Hons) Nursing (International) degree which incorporates eligibility to register as a nurse with the NMC in one of three fields of practice (adult, child or mental health nursing).

This approval was undertaken via remote means due to Covid-19.

Programme documentation and the approval process confirm evidence of partnership working between the AEI and key stakeholders. These include practice learning partners (PLPs), service users and carers (SUC) and students who contribute to the development and co-production of the programme. Partnership working is evident at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the programme which are scheduled to continue throughout the academic year to ensure both theory and practice is delivered at a high standard.

UoL is a member of the Midlands, Yorkshire, North East and East of England practice learning group (MYNEEPLG). This partnership group provides a consistent approach to the Standards for student supervision and assessment (SSSA) and PLPs in the region. The Pan Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR) developed by the group will be used in the pre-registration nursing programme for practice assessment. Plans are in place for preparing practice supervisors (PS), practice assessors (PA) and academic assessors (AA).

Current nursing students on the NMC 2010 standards have transferred to the 2018 SSSA. A modified practice assessment document (PAD) that reflects the new roles and responsibilities for those supporting student learning in practice is in place.

The school senior team in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which may impact on the practice learning environment are managed through a systematic partnership process.

The Standards framework for nursing and midwifery education (SFNME) (NMC,

2018) is met at programme level.

The SSSA (NMC, 2018) and the SPNP (NMC, 2018) are not met at programme level.

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

Updated 23 June 2020:

UoL has provided documentation to meet the NMC condition. The condition is 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
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None Identified</p> <p>Practice learning:</p> <p>Condition one: The AEI must develop an implementation plan related to how they will ensure PA understand the role of the AA in the SSSA, student progression and how the process will work. (SSSA R4.3, R7.5, R7.9; SPNP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
Date condition(s) to be met:	29 June 2020

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider allowing NMC registered nurses and applicants to the nursing programme an increased amount of recognition of prior learning (RPL) that can be awarded. (SFNME R2.8; SPNP R1.5, R1.6)</p> <p>Recommendation two: To review ways of assessing digital literacy at selection events. (SPNP R1.17)</p>
<p>Focused areas for future monitoring:</p>	<p>Continued partnership working with SUC on the ongoing delivery, student assessment and evaluation of the programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

An implementation plan clearly identifies how UoL will ensure PA understand the role of the AA in the SSSA and student progression. Training materials used in PA preparation articulate the role of the AA. Documentary evidence clearly demonstrates how the process will work. Condition one is now met.

The SSSA are now met.
The SPNP are now met.

Condition one is met.

The programme is recommended for approval.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	Condition number in standard four corrected from two to one.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	23 June 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a

range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

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

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

Documentary evidence and the approval process demonstrate effective collaboration with service users, students and PLPs in the development of the programme. A partnership agreement between the AEI and PLP organisations from the NHS and independent sector demonstrates collaboration at a strategic and operational level. Consultation documents and notes from meetings show stakeholders are involved with programme development. PLPs describe collaborative working to ensure the programme meets the needs of the future workforce. PLPs tell us they work in partnership with the AEI in the recruitment and selection of students. Discussion with the programme team and PLPs confirmed that they 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 the programme.

SUC tell us they are involved in the development of the programme. They attended curriculum stakeholder events, and their opinion was sought through patient experience and patient reference groups from within partner organisations and with various local schools through a Young Persons Council. The AEI, students and SUC report SUC involvement in the recruitment and selection of students through various means from face-to-face interviewing, design of scenarios and interview questions or the production of DVDs of lived experiences/expectations of healthcare to provoke discussion in group exercises. We found SUCs to be enthusiastic about their contribution on the programme. They tell us they contribute to shared teaching sessions, providing a 'lived' narrative of experience to various student groups, scenario development and assessment criteria development. Bright Beginnings nursery are involved in the

child programme, providing opportunities for students to visit and spend time studying child development and participating in simulation sessions to enable students to develop their communication skills.

Students we met at the approval visit describe their involvement in the development of the new programme routes through evaluation on their current programme and participation in stakeholder events. The students gave us examples of where their feedback had been listened to and acted upon in developing the new programme. The Curriculum implementation planning group has SUC and student representation to ensure the SUC and student perspective contributes to on-going module development. Third year student nurses tell us they can participate in the selection events and sit on the panel with a programme team member and SUC.

Students said they evaluate their learning in both academic and practice settings. Practice learning facilitator (PLFs) and educational leads confirmed that feedback comments are available to the placement area in a timely fashion. Senior managers from UoL and PLPs in the geographical area told us they attend the Practice Placement Quality Group (PPQG) to review practice learning experiences, including a thematic analysis of student feedback. PLFs attend the audit quality group, a subgroup of PPQG, to review a selection of audits, action plans and solutions. Action plans are held within the Practice assessment record and evaluation (PARE) system and regularly monitored via the PPQG.

Robust policies and processes are in place for escalating concerns related to practice learning or unsafe practice and managing them in a prompt manner. Students confirm that they are supported by academic and practice staff in raising issues and are informed of outcomes. The programme team tell us they attend various collaborative meetings with PLPs and others that share the same practice learning environments, establishing joint ways of dealing with any issues which may arise. The PPQG group is well placed to deal with any issues which may arise around CQC or other regulatory reporting and discussions at the approval event confirmed the effectiveness of the collaborative processes. However, adverse issues can also be raised via the PLP, PLF, link lecturer (LL), students, PS, or PA at any point to trigger QA processes. The programme team tell us that if students are removed from placement areas because of adverse incidents, the area is always re-audited before students are allocated there again.

PLPs tell us they've collaborated with the AEI in developing the plan for implementation of the SSSA. The programme team attended partnership events to prepare PLPs for the new curriculum and new roles. There are plans in place for preparing PS, PA and AA. The AEI worked with PLPs to identify where annexe A and B skills can be gained in practice learning placements and assist with additional training which may be required to upskill PA and PS.

The MYEPAD, which is developed with MYNEEPLG will be used in practice assessment. Partners welcome collaboration with other AEIs and PLPs in different

areas in the development of MYEPAD.
<p>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: <u>Standards framework for nursing and midwifery education</u></p> <p><i>Met</i></p>
<p>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></p> <p><i>Met</i></p>
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: 13 May 2020
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. Documentary evidence confirms there is a robust RPL policy and process at UoL. This limits the amount of RPL permitted to one third of the programme which equates to one part. The programme team tell us that the nature of the integrated curriculum makes RPL of more than one third problematic, but historically they have done this on a case by case basis, and that applicants can apply for up to 50 percent RPL. This is not included in the RPL guidance for applicants and the programme team tell us they've not sought a variance from UoL regulations that no more than one third of a programme can be eligible. The programme team may consider permitting NMC registered nurses and applicants to the nursing programme an increased amount of RPL that can be awarded. (Recommendation one)

There's a guidance document to assist applicants in their application for RPL, they provide evidence through certificated evidence or a portfolio of evidence. The evidence presented is reviewed by the individual programmes panel (IPP), which includes an external examiner as well as programme team members.

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)

Not Met

R1.6 is met. Documentary evidence confirms there's a robust RPL process that limits RPL for registered nurses to one third of the programme. The programme team tell us that the nature of the integrated curriculum makes RPL of more than one third problematic, but historically they have done this on a case by case basis, and that NMC registered nurses can apply for more than 50 percent RPL. This is not included in the RPL guidance for applicants and the programme team tell us they've not sought a variance from UoL regulations that no more than one third of a programme can be eligible. The programme team may consider permitting NMC registered nurses and applicants to the nursing programme an increased amount of RPL that can be awarded. (Recommendation one)

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. Programme documentation and the approval process confirm the entry requirements for literacy, digital and technological literacy and numeracy. The AEI tell us digital literacy for candidates is initially assessed via an online application and the use of the 'my visit' online application, these are remote and unobserved activities. The AEI may wish to consider reviewing ways of assessing digital literacy at selection events. (Recommendation two)

All candidates undertake a numeracy test at the selection event which they must pass at 70 percent to be offered a place. At the start of the programme all students undertake 'flying start' related to learning which has four elements designed to support the students to develop their academic skills.

There's detailed mapping of the programme outcomes to the Standards of proficiency for registered nurses (NMC, 2018) which identifies indicative content and includes programme outcomes linked to numeracy, literacy, digital and technological literacy. Documentary analysis confirms technology is fundamental to the programme. Students are supported throughout the programme to develop these skills from the AEI skills@library team and are also able to access UoL's

informational support technology through a digital drop-in office.

Numeracy skills are addressed within the modules. Students are provided with practice formative assessments to develop numeracy skills in preparation for completion of the summative health numeracy assessments, via SN@P an online medicine calculations resource, in each year of the programme. These assessments are attached to the clinical experience modules in each year and students must achieve a 100 percent pass.

MYEPAD and OAR are linked to competence outcomes in numeracy, literacy, digital and technological literacy. They record student progression and achievement in practice learning. Students will use pebble pad as an electronic version of MYEPAD and will be required to use electronic devices for completion of competencies during clinical placements.

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

Current students, September 2018 and September 2019 cohorts will remain on the NMC 2010 Standards in relation to theoretical learning.

Due to the Covid-19 pandemic and introduction of the NMC emergency standards (2020) all current NMC pre-registration nursing students have moved over to the SSSA, a modified PAD document which reflects the new roles and responsibilities for those supporting student learning in practice has been issued.

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

Documentation evidences RPL is capable of being mapped against the Standards

of proficiency for registered nurses (NMC, 2018) and the programme learning outcomes.

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: 13 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Documentary evidence and the approval process confirm the design of the programme supports students in theory and practice across all four fields of nursing practice.

Throughout the programme there's three field specific theory modules and six cross field modules. The programme team confirm the academic team has expertise from across the four fields of practice. Reference to the Learning Disabilities and Autism Capabilities Frameworks are incorporated in all modules and threaded throughout the programme. The programme team and PLPs tell us programme content supports students to experience theory and practice learning across all four fields of nursing during practice learning experiences. A hub and spoke model is used within the programme to ensure students gain practice learning experiences in each nursing field.

Allocation of practice learning experiences is undertaken by the practice placements unit (PPU) in the AEI using an online allocation system (students and placements in ARC (SPARC). Client groups are identified within the SPARC system and allocation takes into account the required experiences for each student. Individual student practice learning journeys are monitored by both the programme lead and PLF from PLPs. Placement allocations can be adjusted, if necessary, to support individual student needs. PLPs are involved in the placement allocation process and can make adjustment accordingly. PLPs tell us they're familiar with the need for students to arrange experiences of the other fields and support for this embedded in the SSSA requirements.

PLPs have done scoping exercises to identify where students will have opportunity to achieve skills set out in annexe A and B in practice placements. In some circumstances these may be achieved through simulation sessions, but these will involve SUCs, actors and PA to ensure an authentic field-specific experience.

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 for the BSc routes for each field design, delivery illustrate specific routes and fields of nursing practice and allow students to enter the register in one specific field of nursing practice. Module descriptors detail how students will achieve field specific learning outcomes, skills and knowledge across the programme. There's a placement plan for each nursing field route.

The four-year BSc international programme enables students to undertake the Horizon programme which allows them to develop international nursing experience. They undertake modules and experiences offered by PLPs abroad, this doesn't contribute to the NMC practice hours requirement. Students on this programme undertake the first two years of the three-year BSc (Hons) Nursing programme plan, in year three they undertake the Horizon programme and their final year follows year three of the BSc (Hons) nursing programme plan. Students

complete the same number of assessed placements and programme placement hours as the three year programme within the Leeds circuit to meet NMC requirements.

There are several exit routes for students who meet the academic criteria but fail to meet the NMC (2018) Standards of proficiency for registered nurses but these do not confer eligibility to register with the NMC.

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. There's mapping of the field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. The three field specific modules evidence that content is related directly to the field of practice that the student is undertaking and that there are opportunities to apply learning to their chosen field in the cross field modules.

PLPs and students confirm learning opportunities in practice learning experiences relating to law, safeguarding, consent, pharmacology and medicines administration and optimisation.

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 BSc has an equal balance of theory and practice learning. Documentation provided demonstrates that the BSc is three years in length and includes a minimum of 4600 hours with a 50 percent split across theory and practice learning. The BSc International programme is four years in length with students completing the same number of assessed placements and programme placement hours as the three year programme within the Leeds circuit to meet NMC requirements by the end of their fourth year of study.

Programme documentation and evidence from discussion with students and the programme team at the visit indicates a range of learning and teaching approaches across each stage of the programme. These include lectures, seminars, problem-based learning, simulation-based learning and skills education. Module descriptors provide aims, descriptors and outcomes of teaching and learning strategies. Programme planners show when students will be based in practice and practice placements are allocated using the SPARC system. Processes are in place to enable students to retrieve any unmet theory and practice hours due to absence or other reasons. Students confirm practice learning opportunities working with a range of health and social care professionals enabling them to develop skills and expertise within their specialist fields.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

This programme is delivered in England.

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met

the registration requirement for entry to the register in the adult field of practice (R2.11)

Yes

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

Yes

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

No

The programme being approved is for registration in a single field only.

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 programme leads solely to NMC registration.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 13 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

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

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

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

R3.5 take account of students' individual needs and personal circumstances when

allocating their practice learning including making reasonable adjustments for students with disabilities

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. The programme documentation shows that students will be able to achieve NMC (2018) proficiencies through access to a variety of practice placements across the pan-Leeds region. The AEI in partnership with PLPs have robust procedures in place to enable to students to develop and meet the Standards of proficiency for registered nurses (NMC, 2018) and ensure students deliver safe and effective care, to a diverse range of people across the four fields of nursing practice. Students tell us they gain practice experience in a variety of settings that allow for exposure to the four fields of nursing practice and to diverse care opportunities across the programme. Students tell us they know how to raise and escalate concerns in practice learning environments. A flow chart identifying the process is located in MYEPAD. PLPs we met tell us they are aware of the process to follow if they have any concerns about a student's conduct and are aware of the UoL fitness to practice process.

Allocation of practice learning experiences is undertaken by the PPU in the AEI using an online allocation system (SPARC). Individual student practice learning journeys are monitored by both the programme lead and PLF from PLPs. Placement allocations can be adjusted, if necessary, to support individual student needs. The AEI use a hub and spoke model for practice learning to enable students to meet specific learning outcomes that they may not experience in their

field specific placements. Students do five assessed practice learning experiences throughout the three-year BSc programme and four spoke placements of two to four weeks in length across their programme. All experiences are recorded in MYEPAD. There's a collaborative partnership between the School and PLP organisations, the Leeds academic health partnership (LAHP) which, through a practice placement sub-group, ensures development and management of capacity and learning environments are maintained. Formal agreements are in place to facilitate this arrangement. Senior leaders in PLPs tell us they are confident they have capacity to support the hub and spoke model for the expected student numbers.

Practice learning, progression and monitoring of attendance are recorded in MYEPAD. Practice assessment is mapped against the Standards of proficiency for registered nurses and across the seven platforms and annexes. MYEPAD is used to record achievement of the proficiencies and programme outcomes at specific points in the programme. It provides the opportunity for students to reflect on their learning and development of professional values and skills. SUCs provide feedback in MYEPAD and students must record their reflection on this.

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. Documentary evidence and the approval process confirm the programme ensures students experience a variety of practice learning experiences to meet the holistic needs of people in all ages. We found planning and allocation of practice learning experiences was done by the AEI practice placement unit in partnership with PLPs. Placements are used across the region within NHS, voluntary and private settings. Students we met confirm they have access to other care settings through spoke placements and are able to complete a variety of practice learning experiences that enhance the variety already provided. Students, PS and PA identify and record learning opportunities including those for interprofessional learning (IPL) in MYEPAD.

The OAR enables students to record, reflect on and evaluate their learning experiences. Student progress and achievement is communicated through the OAR. If a student is not achieving in practice, a meeting is held between the student, PA and AA and an action plan agreed, identifying what the student needs to do to in order to achieve.

The AEI has processes in place to assess, monitor and evaluate practice learning experiences. These include educational audit and student evaluations of their practice experiences. An educational audit is undertaken every two years. The audit group (a subgroup of the PPQG) meet once a semester to review a selection

of audits and action plans. Common themes from this are fed into the PPQG meeting. Action plans and progress are reviewed at the PPQG meeting. The evidence demonstrates that reviews can be triggered outside of this timeframe in the event of a poor student evaluation or adverse CQC report. PLPs confirm that feedback comments are available to the placement area in a timely fashion.

Students told us they evaluate their practice learning experiences via an online PARE system and told us if they have any concerns, they speak to the LL, personal tutor or PA.

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 and the approval process confirm students experience appropriate practice learning opportunities to enable them to develop communication and relationship management skills and the nursing procedures as set out in the Standards of proficiency for registered nurses within their fields of nursing practice.

The mapping document shows where communication and relationship management skills are taught in the AEI. Practice learning experiences will require students to demonstrate communication and relationship management skills within a range of nursing procedures. This will be assessed by PA and evidenced in MYEPAD.

PS and PA support development in communication and relationship management skills along with nursing procedures. PLPs we met confirm they were involved in the development of the proposed programme in relation to nursing procedures and communication and management skills. PLPs and the programme team developed a mapping tool for the nursing procedures in annexe B, identifying where these skills could be achieved in practice learning experiences, where skills will be difficult to achieve these will be taught using simulation based learning in the skills laboratory at the AEI in collaboration with PLPs.

There's a SUC feedback form in MYEPAD that provides SUC opportunity to comment on the communication and relationship management skills of the student involved in their care.

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. Documentary evidence and the approval process confirm technology enhanced and simulation-based learning opportunities have been integrated throughout the programme and are used effectively and proportionately to support learning and assessment. Students have access to a virtual learning environment, microsoft teams, SN@P Numeracy and Sway. The adult field of practice complies with Article 31(5) of Directive 2005/36/EC. Digital and technological literacy are integrated into the modules and there's evidence that they're further developed across the duration of the programme. Technological and simulated-based skills developed in partnership with PLPs are mapped against to the skills within annexe A and B.

SUCs describe their participation in simulation-based learning, students tell us they recognise the importance of this contribution as effective in preparation for practice learning.

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

Met

R3.5 is met. Processes are in place to take account of students' individual needs and personal circumstances. Assessments for disabilities are undertaken at the start of the programme with regards to reasonable adjustments. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. UoL wide student support services such as disability and dyslexia services are available, and students tell us they know of this support through their programme handbooks and from the programme team. Reports are received from disability services and occupational health; permission is sought from the student to share the information with the programme leader. The programme leader liaises with PPU to ensure students are in placements that can support their individual requirements. Students are encouraged to share information with PLPs when accessing practice learning experiences.

Discussion with the programme team, PLPs and students at the approval visit confirms students' individual needs and personal circumstances are considered when allocating practice learning experiences. Students we met spoke highly of support in practice learning environments and from academic staff in meeting their individual needs and circumstances. Evidence of reasonable adjustments in practice settings for students with individual needs is detailed in programme documentation. Students we met gave examples of when reasonable adjustments

had been made for them and told us that they felt supported in this process by the AEI and practice staff.

MYEPAD includes a prompt for the initial placement interview to encourage students to discuss any reasonable adjustments required with their PS and or PA. PLPs we met provided assurance that they are involved with the reasonable adjustment process along with the student and this is made clear in MYEPAD documents.

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: 13 May 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. Documentary evidence and the approval process confirm how support, supervision, learning and assessment complies with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes. All students have a personal tutor assigned to them for pastoral care. Students tell us the personal tutor is supportive and provides a timely response to them if they require additional support. Students will benefit from a range of both academic and practice staff to support their learning and these include the personal tutor, LL, AA, PS, PA and PLF. Students told us they felt supported during practice learning experiences.

MYEPAD outlines PS, PA and AA roles and responsibilities for practice learning. Role specifications within the staff practice learning handbook identify the responsibilities of the PS, PA and AA. There's a detailed process of how

supervision and assessment in practice will be undertaken. Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME. Learners are allocated a PA from the PARE database, the PA identifies the PS who will support the students. Each student will have a different PA for each placement and a different AA for each part of the programme.

There are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the programme and support student learning and assessment.

Educational audits undertaken in partnership between the AEI and PLPs ensure practice learning environments are approved against objective criteria. These include identifying sufficient and appropriately qualified and prepared PS and assessors to support student numbers.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Not Met

R4.2 is not met. The roles of PS and PA are fully evidenced in the PLPs and the student practice learning handbooks, which include the ways they will collaborate. The preparation of supervisors and assessors for their new roles is delivered through workshops and supported by online resources accessible via PARE. The preparation content for PS and PA and AA is explicit within the SSSA documents and has been developed through collaborative processes. Mentors will take on the role of PS or PA and will complete a self-declaration form mapped to the standards for each role will be through a self-declaration form. PLPs and the programme team confirm this at the approval event. UoL acknowledge the value of other non NMC professional registrants as PS and are developing training materials for these registrants.

MYEPAD includes information on the roles of PS and PA and AA and guidance on the supervision and assessment process. It also contains action plans to enable students to identify and meet their learning needs. There's a robust process for the PS, PA and AA to work together. However, PA we spoke to were unclear about the need to undertake discussion with the AA about student progression to meet NMC requirements. The AEI must develop an implementation plan related to how they will ensure PA understand the role of the AA in the SSSA, student progression and how the process will work. (Condition one)

AA are prepared for the role via training sessions within the AEI. Allocation of time to undertake the role is part of the AEI workload model and their progress in undertaking the role is discussed in staff appraisals. AA are required to be

registered nurses and experienced academics with a clear understanding of the programme, field specific application of the proficiencies, SSSA and assessment processes.

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's a range of summative and formative assessments in the programme which are detailed in the module descriptors. Assessments are varied and include online examinations, presentations and essays. Throughout the programme students undertake formative assessments to prepare them for summative assessments. Mapping of assessments to module and programme learning outcomes is explicit in the mapping documents and programme specification. Documentation shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. Feedback information is included for each module in the programme document and these have both formative and summative components.

SUC, peers and other professionals can give feedback to students through MYEPAD to aid their development. The programme team told us that they have introduced 'Mentimeter' as a pilot to provide feedback to SUCs involved in the programme and will use this method as a means of SUCs providing feedback to the student groups. SUCs will also be part of the professional discussion for the final module assessment, providing feedback on student performance.

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. Appropriate mapping of the curriculum and practice learning placements ensures students have opportunities to meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice; adult, children and mental health and gain experience of the other fields and learning disabilities. Students gain experience of other fields of nursing practice through spoke placements. A range of adult, children and mental health nursing practice placement experiences ensure experience in the four fields of nursing practice. Students tell us practice placements are varied, well managed and enable them to meet programme outcomes.

MYEPAD 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, and children's 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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

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

No

PLPs at the approval event were unclear of the role of the AA in the SSSA, related to student progression and did not know how the process will work. (Condition two)

Outcome

Is the standard met?

Not Met

PLPs at the approval event were unclear of the role of the AA in the SSSA, related to student progression and did not know how the process will work.

The AEI must develop an implementation plan related to how they will ensure PA understand the role of the AA in the SSSA, student progression and how the process will work. (Condition one) (SSSA R4.3, R7.5, R7.9; SPNP R4.2)

Date: 13 May 2020

Post Event Review

Identify how the condition is met:

An implementation plan clearly identifies how UoL will ensure PA understand the role of the AA in the SSSA and student progression. Training materials used in PA preparation articulate the role of the AA. Documentary evidence clearly demonstrates how the process will work.

Evidence:

AA role implementation plan, June 2020
Case studies exploring the PS, PA and AA roles in the SSSA process, undated
Copy of an email sent out to students, June 2020
Mentor to PS and PA transition training, June 2020
MYEPLG workbook for transition Leeds V3, undated
Plan for operationalising SSSA, June 2020
Comms to go out to PLF and educational leads, June 20
BSc (Hons) Nursing - 2020 summary of document changes to UoL convention, May 2020

Date condition(s) met: 23 June 2020

Revised outcome after condition(s) met:

Met

SSSA R4.3, R7.5 and R7.9 are now met.

SPNP R4.2 is 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's no fall back exit award conferring registration with the NMC as a registered nurse.

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: 13 May 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: Response to reviewers questions for approval, undated Summary draft skills competencies Leeds Teaching Hospital Trust matrix, undated	

Adult field skills simulation and practice cluster annexe A, March 2020 V2
 Adult health nursing field skills simulation and practice cluster NMC annexe B, March 2020
 Child health nursing field skills and simulation and practice cluster NMC annexe B, March 2020
 Child nursing field skills simulation and practice cluster NMC annexe A, March 2020, V3
 Mental health field clinical skills and simulation annexe A, March 2020 V2
 Mental health field clinical skills and simulation annexe B, March 2020 V2
 Mapping 2005 36 EC directive Adult BSc Hons Nursing V2, 21 March 2020
 PARE audit and action plan, undated
 Mental Health interview schedule 2019-20
 APL guidance for applicants, undated
 Terms of reference, SPARC implementation group, undated
 School of Healthcare 2232 Child BSc Hons nursing, 25 March 2020
 Learning and development agreement, 2014
 Record of working with and learning from others, undated
 Placement process, undated
 Adult School Programme handbook year one, 2020-21
 Adult School Programme handbook year two, 2020-21
 Adult School Programme handbook year three, 2020-21
 Child School Programme handbook year one, 2020-21
 Child School Programme handbook year two, 2020-21
 Child School Programme handbook year three, 2020-21
 Mental Health School Programme handbook year one, 2020-21
 Mental Health School Programme handbook year two, 2020-21
 Mental Health School Programme handbook year three, 2020-21
 Final programme completion checklist for 2018 curriculum, undated

Post approval visit documentary evidence to meet conditions:
 AA role implementation plan, June 2020
 Case studies exploring the PS, PA and AA roles in the SSSA process, undated
 Copy of an email sent out to students, June 2020
 Mentor to PS and PA transition training, June 2020
 MYEPLG workbook for transition Leeds V3, undated
 Plan for operationalising SSSA, June 2020
 Communications to go out to PLF and educational leads, June 20
 BSc (Hons) Nursing - 2020 summary of document changes to UoL convention, May 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes

Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: One, year one pre-registration adult nursing student Two, year two pre-registration adult nursing students Two, year three pre-registration adult nursing students Two, year one pre-registration child nursing students Two, year two pre-registration child nursing students Two, year three pre-registration child nursing students Two, year two pre-registration mental health nursing students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC Leeds teaching hospitals NHS trust quality report, 21 August - 27 September 2018	
If you stated no above, please provide the reason and mitigation UoL is an established AEI and a resource check is not required.	
Additional comments:	

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Issue record

Final Report

Author	Rachel Game Mary Rooke	Date	16 May 2020
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Approved by	Leeann Greer	Date	13 July 2020