

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Chichester</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>University Hospitals Sussex NHS Foundation Trust Surrey and Sussex Healthcare NHS Trust Portsmouth Hospitals University NHS Trust Queen Victoria Hospital NHS Foundation Trust Sussex Community NHS Foundation Trust Private, independent and voluntary health care providers</p>
<p><b>Programmes reviewed:</b></p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input type="checkbox"/>  <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/>  <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children’s <input type="checkbox"/> Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p><b>Title of programme(s):</b></p>	<p>BSc (Hons) Adult Nursing</p>
<p><b>Academic levels:</b></p>	

Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

Dual award - adult/mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - adult/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	1–2 June 2021
<b>Programme start date:</b>	
RN – Adult	13 September 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	

NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
<b>QA visitor(s):</b>	Registrant Visitor: Tony Bottiglieri Lay Visitor: Mary Rooke

**Section two**

**Summary of review and findings**

The University of Chichester (UoC) is an experienced provider of professional programmes leading to registration in social work, physiotherapy and teaching. The university is seeking approval to deliver Nursing and Midwifery Council (NMC) approved provision.

The school of nursing and allied health (SNAH) is seeking approval of their undergraduate, pre-registration BSc (Hons) nursing programme against Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC 2018). There's a single route, full-time, three-year BSc (Hons) adult nursing degree proposed, incorporating eligibility to register as a nurse with the NMC in the adult field of practice. There are several exit routes for students who meet the academic criteria but fail to meet the FN:SPRN. Exit awards don't confer eligibility to register with the NMC.

At the visit senior members of the university, Health Education England (HEE) and associated practice learning partners (PLPs) give assurance of a strong commitment to the development, resourcing and support of this programme. It's included in both the strategic plan for the university and local NHS provider workforce development plans. An academic and investment board (AIB), drawn from senior members of all stakeholders oversees the strategic implementation of the nursing provision. The AIB also monitors issues around teaching space, academic and support staff and placement requirements to ensure the programme is fully resourced in line with expected cohort growth. Discussion at the visit centres on university board consideration of a 'health quarter', with increased opportunities for inter-professional collaboration. Visitors recommend approval of UoC as an NMC approved education institution (AEI).

Documents and discussion at the approval visit confirm that programme outcomes, curriculum content and practice learning experiences meet the requirements of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and support (SSSA) (NMC, 2018). Comprehensive programme mapping against the FN:SPRN is clearly identified in the practice placement module descriptors to ensure adult nursing students can develop the required skills and knowledge for nurse registration.

We inspected the learning and teaching facilities remotely. There's sufficient learning and teaching space to accommodate the intended first cohort of 45 students. This includes a simulation skills suite consisting of a six bedded ward, resourced with high fidelity observation and recording provision. There's flexibility to expand simulation and skills teaching space for future cohorts. There's study space for students to work in small or large groups or individually. Students have access to

all UoC facilities including library and information technology (IT).

Documentary evidence demonstrates effective partnership working between the SNAH academic staff, students, PLPs and service users and carers (SUCs) at both an operational and strategic level. Co-production and programme development is well-documented and confirmed in discussion with SUCs, PLPs and students during the approval visit.

The SNAH and their PLPs have partnership agreements in place which include a shared approach to the preparation of practice supervisors and practice assessors to support supervision and assessment in practice. UoC work with other AElS across the south of England in the implementation of the practice assessment documents (PADs) for the proposed programme. UoC are adopting the south PAD and ongoing achievement record (OAR). The south PAD and OAR are already approved.

Documentary evidence demonstrates a clear pathway of reporting and action planning to manage any issues arising from Care Quality Commission (CQC) quality reviews or other reviews and concerns which may impact on the practice learning environment. There's also evidence of systems of practice governance to monitor and manage practice issues, including fitness to practise and escalation of concerns policies and procedures. Students, PLPs and the programme team confirm their understanding of these processes.

The approval visit is undertaken via remote means due to COVID-19.

Arrangements at programme level meet the requirements of the SFNME.

Arrangements at programme level meet the requirements of the SSSA.

The programme is recommended to the NMC for approval.

The university made four recommendations.

### Recommended outcome of the approval panel

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<p><b>Date condition(s) to be met:</b></p>	<p>N/A</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: For the university to support the utilisation of creative approaches to staffing, enabling the use of colleagues from practitioner backgrounds. (University recommendation)</p> <p>Recommendation two: To reference the appropriate Quality Assurance Agency subject benchmark statement in the programme descriptor. (University recommendation)</p> <p>Recommendation three: To consider the earlier use of module evaluation to engender positive change for students. (University recommendation)</p> <p>Recommendation four: To establish the mechanism by which university staff are contacted out-of-hours in case of emergency for off-campus students. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Staffing levels and resourcing as multiple cohorts are recruited.</p>

Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b> N/A	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Suggested rewording of the sentence related to the use of student attendance analytics.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

**Section three**

NMC Programme standards
Please refer to NMC standards reference points: <a href="#">Standards for pre-registration nursing programmes</a> (NMC, 2018) <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018) <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018) <a href="#">Standards for student supervision and assessment</a> (NMC, 2018) <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018) <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020) <a href="#">QA Handbook</a> (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<b>Please refer to the following NMC standards reference points for this section:</b> <a href="#">Standards framework for nursing and midwifery education</a> (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 analysis and findings from the approval visit provide strong evidence of effective partnership working between the SNAH and stakeholders. Stakeholders

include PLPs, SUCs, representatives of HEE south and students from both UoC and neighbouring AEIs who use the same placement opportunities. Programme documents and notes from meetings, including the curriculum working group and academic steering group, show that stakeholders are involved with programme co-production, development and monitoring. Documentary evidence shows that membership and terms of reference of these meetings are built into both university and school management and quality assurance processes. PLPs, SUCs and student representatives tell us that they're also members of the programme board.

Partnership agreements are in place between the AEI and PLPs, demonstrating collaboration at strategic and operational levels. This includes recruitment and selection of students and shared responsibility for theory and practice learning and supervision. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme are described in programme documentation and confirmed in discussion with all relevant stakeholder groups at the approval visit. The supporting learners in practice policy demonstrates a clear pathway of reporting and action planning to manage any issues arising from CQC quality reviews or other concerns which may impact on the practice learning environment. There's also evidence of systems of practice governance to monitor and manage practice issues. These include audit of placement opportunities, feedback from students and PLPs, fitness to practise, escalation of concerns and handling of complaints and investigations. Discussion with PLPs, the programme team and students at the visit confirms their understanding of these processes.

There's a university-wide SUC participation intent policy and a school focussed implementation plan setting out SUC involvement in curriculum design, delivery, monitoring and provision of student feedback. SUCs tell us they're involved in the development of the programme. They attend curriculum development events and their opinion is sought through patient experience and reference groups from within partner organisations.

SUCs participate in the recruitment and selection of students through various means, from face-to-face interviewing, design of scenarios and design of interview questions or the production of videos of lived experiences. A project consultant advises that they're a member of the vice chancellors' group, currently acting as the SNAH SUC champion. As part of their role they oversee SUC induction with an ongoing programme of events, including equality and diversity training for all SUCs. We're given examples of training events which have been made available.

The SUC champion and SUCs confirm that they undertake the university online equality and diversity training before they participate in recruitment activities. This training is recorded on the SUC database maintained by the SUC champion. The programme and module specifications outline SUC involvement with the intention of having a nominated SUC attached to each module team. Programme documentation and findings from the approval visit confirm that the SUC champion and the programme team are actively increasing recruitment of SUCs from local communities, particularly from under-represented groups. SUCs confirm their

participation in the nursing programme to date, stating that they feel valued and listened to. They're enthusiastic and express a desire to take up further opportunities in teaching, assessment, feedback on student performance and programme management as they become available. Students confirm the contribution of SUCs in both the interview process and module teaching within their programmes, which they value. The south PAD evidences the involvement of SUCs in providing feedback on student performance in practice.

There's documentary evidence that the SNAH have consulted students from other professional programmes within the school and from nursing programmes in other AEIs, and used their feedback to inform curriculum design and delivery. Discussion during the approval visit with students confirms that this feedback has also contributed to the policies and processes of quality assurance and educational governance applied to the proposed adult nursing programme. A comprehensive developmental review mapped to HEE and NMC standards and requirements of the proposed programme was carried out as part of university quality assurance processes.

Students say they evaluate their learning in both academic and practice settings. Practice education facilitators (PEFs) and educational leads confirm that feedback comments are available to the placement area in a timely fashion, including any developing trends. Documentary analysis and discussions at the approval visit confirm that a range of mechanisms are in place to review practice learning experiences and coordinate and monitor educational audits, placement capacity and placement concerns. An academic steering group acts as the main link between the SNAH and PLPs. PLPs at the approval visit tell us they've established a regional PEF group which meets regularly to oversee and review student placement allocations and experiences. PLPs and the SNAH have processes in place to respond quickly to any concerns if standards of care or student practice learning are considered at risk. PLPs and programme mapping documents confirm that the FN:SPRN are clearly identified as being assessed in the practice placement modules.

Students are complimentary about UoC facilities. Services to support students with additional learning needs are also complimented by students. Students tell us that academic tutors provide them with strong academic and pastoral support.

The SNAH collaborated with other AEIs and their PLPs across the south of England in the implementation of the south PAD and OAR. Programme documents describe a shared approach to the preparation of practice supervisors and practice assessors to support assessment in practice. There's a professional development programme and associate lecturer roles available to PLPs with reciprocal honorary contracts available to AEI staff teaching in practice. PLPs tell us they collaborate with the AEI in developing and preparing practice supervisors, practice assessors and academic assessors to support the SSSA. The programme team attend partnership events to prepare PLPs for the new curriculum and new roles. PLPs confirm using a register of practice supervisors and practice assessors for each practice learning

experience.

The SNAH has a placement lead and allocation department who operate a collaborative approach between the AEI and PLPs to ensure that students on the proposed programme have access to a sufficient range of placement opportunities to meet all programme outcomes. PLPs at the approval visit confirm that strong collaborative mechanisms are in place to ensure timely communications to safeguard placements. Allocations are mapped to capacity, established through educational audit, including ensuring the requirement for reasonable adjustments is applied.

Programme documentation identifies that a range of opportunities for inter-professional learning (IPL) for students already exist, such as an annual IPL conference and shared simulation activities in the university. This includes the use of Schwartz rounds and the collaborative learning in practice project. The SNAH has a nominated IPL champion and there's a stated intention to develop a greater range of IPL initiatives within the university and practice settings. Programme documentary analysis and PLPs at the approval visit confirm mapping of IPL initiatives into the practice learning environment which are captured within the OAR and south PAD.

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

**MET**  **NOT MET**

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

**MET**  **NOT MET**

**Post Event Review**

**Identify how the condition is met:**

N/A

**Date condition(s) met:**

N/A

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

**MET**  **NOT MET**

N/A

**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

R1.4 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).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC, 2018).  
Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

### Findings against the standard and requirements

**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  NO
- 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  NO
- 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  NO
- 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  NO
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES  NO

**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**  **NOT MET**

R1.5 is met. The recognition of prior learning (RPL) process is outlined in the RPL policy and procedures. This is also confirmed within the admissions process and programme handbook. RPL can be used for certified and experiential learning, up to 50 percent of the nursing programme. Documentary analysis and discussions with the programme team confirm that this can also be used as advanced standing into the nursing programme. All RPL claims are reviewed by the programme lead, NMC official correspondent and moderator and external examiner with due regard, and approved by the SNAH assessment board. Prospective candidates provide evidence which is mapped to programme learning outcomes and the FN:SPRN. 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**  **NOT MET**

R1.6 is met. UoC have an RPL policy and procedures which are set out in the admissions process and programme specification. A variance to standard university processes has been sought to ensure that more than 50 percent of the nursing programme can be met by RPL for registered nurses with no restrictions on practice. Student guidance is provided on UoC webpages. Those wishing to make an RPL claim are initially advised by an academic advisor with programme expertise. Claims are assessed by the programme leader and moderated, with the external examiner with due regard providing an additional level of assurance. Claims are then submitted to the assessment board for ratification and approval. Prospective candidates provide evidence which is mapped to programme learning outcomes and the FN:SPRN. RPL processes comply with Article 31(3) of Directive 2005/36/EC.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support



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

**MET**  **NOT MET**

R1.7 is met. Documentary evidence demonstrates that applicants must have the required entry criteria in relation to numeracy and literacy for entry to the programme. UoC set this as general certificate of secondary education English language and mathematics at grade C/four or higher functional skills English and maths level two pass. Candidates must also have science at grade C/four or higher, as well as achieving Universities and Colleges Admissions Service (UCAS) tariff points of between 104-120.

Completion of the situational judgement test as part of the application process provides a baseline of the student's digital and technological literacy skills. Students who don't successfully complete and upload this test won't be invited for interview. Students are required to demonstrate the achievement of general certificate of secondary education maths or equivalent.

The programme team tell us that requirements to upload scenario responses are made evident to prospective candidates, and they're encouraged to disclose disability or difficulties at the earliest opportunity in the application process so that reasonable adjustments can be made. Numeracy, literacy, digital and technological literacy are mapped against the FN:SPRN and programme learning outcomes. The south PAD is linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme learning outcomes.

An appendix in the student handbook outlines the support services available to students to help them develop digital literacy skills. Students at the visit describe their experience of using the digital platform (Moodle) at the university, saying this is intuitive and simple to use. However, they also describe excellent round-the-clock support from the learning resource centre staff, subject librarians and online help guides.

Numeracy skills are addressed in both theory and practice within the modules. Students are provided with practice formative assessments to develop numeracy skills in preparation for completion of the summative health numeracy assessment (medicines management drug calculations), which must be passed at 100 percent in the final year of the programme.

**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**  **NO**

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

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

This is a new programme and there are no existing students to transfer.

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).**

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

This is a new programme and there are no existing students to transfer.

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 2 June 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET  NOT 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 programme learning outcomes 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
- R2.4 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

### **Findings against the standard and requirements**

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
YES  NO
- 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  NO

**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  NOT MET

R2.4 is met. Programme documentary evidence and the approval visit demonstrate how the design and delivery of the programme supports students to gain experiences in all four fields of nursing. The programme team tell us that enquiry-based learning (EBL) supports the students' practice learning journey in developing underpinning knowledge through the three-year programme. Simulated and scenario-based activities are also used to help students experience all four fields of nursing practice. Mapping of each field of nursing practice proficiencies confirms students will gain the required experiences in all four fields of nursing in theory and practice. Module descriptors and SUCs at the approval visit tell us that SUCs are identified as experts by experience to help students develop experiences of care across all four fields of nursing practice, including contributing to simulated learning activities.

Placements are embedded at appropriate junctures within the programme to enable students to integrate theory into practice. The SNAH has access to a wide array of diverse practice learning placements for all fields of nursing. PLPs tell us of the wide range of practice learning opportunities which are supported through a hub and spoke model, with coordinated exposure for students into all four fields of nursing. Individual student practice learning journeys are monitored and take account of the required experiences for each student. Spoke placements are used to enhance placement experience and to ensure adequate exposure across the four fields of nursing.

Placement and programme handbooks provide examples of how students may use placement opportunities to meet learning outcomes including experiencing all four fields of nursing. Examples also include timetabled opportunities through simulation sessions, with SUCs and actor involvement and practice assessor guidance, 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**  **NOT MET**

R2.5 is met. Programme documentary evidence and the approval visit illustrate the specific route and field of adult nursing, and successful completion of the full programme allows students to apply to enter the register in the field of adult nursing practice. Module descriptors detail how students achieve field specific learning outcomes, skills and knowledge across the programme. Detailed student learning journeys provide evidence of opportunities for cross field practice learning experiences. PLPs and the programme team tell us that placements are planned and allocated to meet student practice learning needs. There are four theory modules per academic year and a 40-credit practice learning module. Student documentary feedback from other AEs provides evidence of how preparation for practice placement exposure has been strengthened through the use of EBL and simulated learning.

The use of hub and spoke in supporting practice learning experiences enables students to spend time in supporting patients with a mental health need whilst placed in an accident and emergency unit. Alternative exposures provide students with the opportunity to meet the European Union (EU) Directive 2005/36/EC, annexe V2 for clinical instruction and are captured in the south PAD, reviewed by the academic assessor. The south PAD is mapped to annexe A and B of the FN:SPRN.

**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**  **NO**

- 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**  **NO**

**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**  **NOT MET**

R2.8 is met. There's thematic mapping of module content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Specific module descriptors evidence that content is related directly to the field of practice that the student is on and that they're taught by academic staff with professional qualifications from that nursing field. In addition, students are also required to pass an examination with 100 percent pass mark in medicines management drug calculations related to their field of practice in year three. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme. Programme design and discussions at the approval visit confirm that students undertake relevant content to progress on to the completion of a prescribing qualification.

- 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**  **NOT MET**

R2.9 is met. Programme structure demonstrates an equal balance of theory and practice learning. Programme documentation outlines that the programme is three years in length and requires students to achieve a minimum of 2,300 practice hours and 2,300 theory hours. The module descriptors confirm that allocation of theory and practice learning hours includes specific simulated learning exposure involving people. Student attendance for both theory and practice learning is mandatory, and hours are monitored and verified. UoC campus-based attendance is monitored through an electronic swipe card system and reported to the students' personal tutor for monitoring for progression and development purposes. Practice hours are entered onto the south PAD and verified by the practice supervisor. Practice learning is based on 37.5 hours per week, seven days per week and over a 24-hour period.

The three-year full-time programme is divided into six semesters, two per year. Each semester is 22 weeks in length, allowing students to recover and retrieve theory or practice outcomes during semester two, enabling each to progress on to the next stage of the programme. Retrieval periods are individually managed according to student needs and circumstances.

Induction weeks are scheduled at the beginning of each academic year, with assessment and exam weeks highlighted at strategic end points of each module.

Module aims, descriptors and outcomes are specified within the programme handbook. Programme specifications and the student handbook outline the learning and teaching strategy, utilising a blended learning approach. Documentary evidence and discussions at the approval visit confirm that a range of learning and teaching methods are used to deliver the programme. These strategies include face to face and online lectures, seminars, EBL, action learning sets, practice simulation and the virtual family, skills sessions/workshops, conferences, individual and group tutorials, group-work, directed e-learning and guided reflection.

PLPs at the approval visit confirm that students have access to a wide range of simulation-based teaching and learning opportunities whilst in practice learning placements.

**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)  
**YES**  **NO**  **N/A**

This programme is delivered in English in England only.

- 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**  **NO**
- 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**  **NO**
- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)  
**YES**  **NO**  **N/A**

This programme 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)  
**YES**  **NO**  **N/A**

The programme leads to registration solely with the NMC.

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

**YES**  **NO**

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

**YES**  **NO**

**Outcome**

**Is the standard met?** **MET**  **NOT MET**

**Date:** 2 June 2021

**Post event review**

**Identify how the condition(s) is met:**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:** **MET**  **NOT 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

### Findings against the standard and requirements

**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**  **NOT MET**

R3.1 is met. Programme documentation shows that students are able to achieve the FN:SPRN through access to a variety of practice learning placements across PLP organisations. There are two practice learning experiences in each year of the programme. Using a hub and spoke model of allocation, placements are designed to facilitate student learning to gain nursing skills and knowledge to care for a diverse range of people across the lifespan and in different fields of practice.

Programme documentation confirms that practice learning, progression and monitoring of attendance are recorded in the south PAD and verified by practice supervisors and practice assessors. Assessment and achievement of the FN:SPRN across the seven platforms and annexes A and B are recorded at specific staged points in the programme.

The south PAD has sections for students to record exposure to caring for all client groups. Programme documentation confirms that placement reflections are written and uploaded into an e-portfolio by students, then discussed at mid-point or end-point meetings with practice assessors. The programme team tell us that action learning sets are also used in year three to facilitate student learning from reflections on practice learning.

Practice learning allocations are undertaken by the practice allocation unit in the AEI using an online allocation system. Individual student practice learning journeys are monitored by both the programme placement lead and PLPs. Placement allocations can be adjusted, if necessary, to support individual student needs.

Programme documentation confirms that placement capacity to accommodate any fluctuation in student numbers is managed collaboratively with PLPs and other AEIs who use the same placement learning opportunities.

We're assured by PLPs of an extensive variety of practice learning opportunities available to UoC students to develop their practice and meet the FN:SPRN to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. The process is detailed in programme handbooks and available on Moodle. Mapping to the EU Directive 2005/36/EC, annexe V2 clinical instruction element for general nursing in practice learning experiences is provided.

Expected standards of student conduct and behaviour are explained during induction weeks and detailed in programme documentation. The Code (NMC, 2018) is mapped to student facing documentation, including guidance on the use of social media.

- 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**  **NOT MET**

R3.2 is met. Programme documentation and discussions at the approval visit demonstrates an extensive range of practice learning experiences in hospital and community settings, designed to facilitate students' ability to meet the holistic needs of people. Students undertake a variety of practice learning experiences in a variety of practice settings to meet their own specific field learning and experience alternative learning across the field. The placement handbook details various 'pathways' to ensure students receive the breadth of placements to meet all programme learning outcomes. Planning of these experiences is done in collaboration with the AEI placement lead and PLP learning environment leads.

The programme team and PLPs explain that the allocation unit maintains a

database of placements across the region within NHS, voluntary and independent sector settings. This includes confirming capacity and availability of sufficient practice assessors and practice supervisors to meet the allocation for each area. Placement agreement documents detail that the SNAH has processes in place to assess, monitor and evaluate practice learning experiences, including educational audit and for students to evaluate their practice experiences. Programme documentation and discussions with the programme team and PLPs confirm that educational audits are undertaken every two years. Mechanisms are in place which enable the monitoring of placement capacities across all AEs and PLPs. Senior PLP representatives at the approval visit confirm there are sufficient practice learning experiences to support UoC students.

There's documentary evidence of a process for removing practice learning environments from the student practice learning circuit. There's a process for exceptional reporting to the NMC of any concerns with practice learning environments, including any PLP adverse CQC reports. Governance processes are in place to evaluate and monitor action plans developed in response to student placement evaluations and from CQC reporting. We're advised by PLPs that they're aware of these mechanisms as they roll out implementation for the first cohort of student nurses.

- 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**  **NOT MET**

R3.3 is met. Programme documentation shows that students are able to meet the communication and management skills and nursing procedural skills within their field of practice. The mapping document shows where communication and relationship management skills are located in modules and taught in the SNAH.

Practice learning experiences require students to demonstrate communication and relationship management skills within a range of nursing procedures. These are reflected in the south PAD and are assessed by practice assessors. Where skills are difficult to achieve, these are taught using simulation-based learning in the skills laboratory at the SNAH in collaboration with PLPs.

- 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**  **NOT MET**

R3.4 is met. Programme documentation confirms the use of a wide variety of

teaching and learning methods including simulation-based and technology enhanced learning. Simulation-based activities are mapped to each module. Activities are designed to prepare students to develop the knowledge and skills associated with the FN:SPRN annexes A and B. Programme documentation demonstrates that 2,100 direct care placement hours and 200 hours of simulation-based education learning is undertaken, with simulation-based learning used to practice skills which may not be readily available in practice. There are plans to include either actors or SUCs, identified in module descriptors, to support the delivery of simulated learning activities which relate to patients. This provides students with a safe and supportive learning environment in which to practice clinical decision making and clinical skills.

Programme documentation demonstrates that students are allocated tablets, and shown how to use them, within the induction period of the programme. This is to assist access to all relevant programme applications such as Moodle, the e-portfolio, the south PAD and OAR. A range of e-learning resources, such as clinicalskills.net, are also available.

The adult field programme learning opportunities comply with Article 31 (5) of EU Directive 2005/36/EC.

- 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**  **NOT MET**

R3.5 is met. Programme documentation confirms that processes are in place to take account of students' individual needs and personal circumstances. UoC and PLPs have comprehensive policies in place to support students. Disability support policies are in place across both theory and practice learning settings.

Assessments for disabilities are undertaken at the start of the programme and a student additional requirement agreement is completed and applied. Students are encouraged to disclose any disabilities or personal circumstances before commencement of the programme. University wide student support such as wellbeing, mental health and disability and dyslexia services are available and are detailed in programme handbooks. Students at the approval visit tell us that they're aware of the university-based support policies. Permission is sought from the student to share information from disability services and occupational health with the programme leader. There's university guidance for both academic and practice staff regarding placement allocation, and the placement allocation system can be adjusted to take account of disclosed difficulties, with placement experiences and accommodation being matched accordingly.

A reasonable adjustment for work experience assessment is completed and the allocations administrator checks to ensure students are in placements that can support their individual requirements. Students are encouraged to disclose

additional learning needs during the recruitment and selection process and to share information with PLPs when accessing practice learning experiences. We viewed documentary examples of various completed support requests prior to the approval visit and students we met at the approval visit tell us of the support available and give us examples of either their own or their cohort experiences.

Programme documentation provides guidance on speaking up and protected disclosure/whistleblowing policies in PLP organisations. Students say they know where to find these policies.

Evidence of reasonable adjustments in practice settings for students with individual needs is detailed in programme documentation. The south PAD provides students with guidance on how to alert practice supervisors and practice assessors. This includes a prompt for the initial placement interview to encourage students to discuss any reasonable adjustments required for their allocated practice learning environment with their practice assessors.

**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  NO
- Processes are in place to ensure that students are supernumerary (R3.7)  
YES  NO

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met  
YES  NO

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met  
YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 2 June 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET  NOT 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, R3.8, 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, specifically R4.1 – R4.11*

### Findings against the standards and requirements

**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**  **NOT MET**

R4.1 is met. Programme documentation demonstrates how support, supervision, learning and assessment comply with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes. Programme documentation and the programme team tell us that students are allocated a nursing field specific personal tutor for academic guidance and pastoral care. Personal tutors also act as academic assessors. Programme documentation confirms that students benefit from a range of both academic and practice staff to support their learning. This includes practice supervisors and practice assessors as well as PEFs located in practice settings. Students complimented the role of personal tutors and additional support learning roles provided by the UoC.

Documentary analysis indicates that UoC induction, education and ongoing development and support for academic staff comply with SFNME in relation to student support, supervision, learning and assessment. Academic staff are expected to complete a postgraduate certificate of education and higher education academy fellowship status. Programme documentation and the programme team tell us of the appraisal process and professional development support available to academic staff to enable them to fulfil their roles.

Role specifications within the practice learning handbook and south PAD identify the responsibilities of the practice assessor, practice supervisor and academic assessor. There's a detailed process of how supervision and assessment in practice is undertaken. Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME. Learners are allocated a nursing field specific practice assessor supported by practice supervisors. Programme documentation shows that each student is allocated a different practice assessor for each placement and a different academic assessor for each part of the programme.

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

Programme documentation states that practice learning environments undergo an audit every two years to determine the suitability of the environment to support

student learning. This includes identifying sufficient and appropriately qualified and prepared practice supervisors and practice assessors to support student numbers. PLPs at the visit tell us that audits capture the totality of learners accessing the practice areas to ensure appropriate support and assessment. Practice learning educational audit information and resultant action plans are managed by the SNAH placement lead and monitored annually, with outstanding actions flagged and actioned collaboratively. Student placement allocation details are communicated to students through Moodle, sufficiently in advance of the placement period so that students can make contact with their practice learning environments.

Attendance at both theory and practice settings are monitored by the students' personal tutor and action plans developed in both theory and practice settings where learning requires additional support and attention. Student attendance analytics are used to help monitor student engagement with the programme, and to anticipate additional support requirements in both theory and practice settings, including the need for retrieval where relevant and appropriate. Retrieval of unmet practice hours are made up in specified retrieval periods as set out in programme documentation at the end of each part.

Programme documentation confirms UoC has a fitness to practise policy which outlines a robust process for managing student fitness to practise concerns. The policy details the actions to be taken if a student's health or wellbeing impacts on their ability to study, including issues relating to conduct and behaviour. This applies to both theory and practice learning. Student annual good health and good character declarations and end of programme declarations are also identified in programme documentation.

Programme documentation and discussions at the approval visit show that students are advised how to raise and escalate concerns. Students are informed during programme inductions in both theory and practice settings and throughout the programme. The south PAD indicates where service users can withdraw their consent for student care.

An agreed process is in place to investigate issues and concerns in practice learning, and is recorded in programme documents and in programme governance meetings.

Academic assessors support an appropriate number of students, taking account of their other programme responsibilities. Practice assessors meet regularly with the academic assessor to discuss student progress and development. The south PAD sets out the process for assessment, action planning and recording unmet FN:SPRN. Programme documentation and discussions at the approval visit describe how the nominated person in practice learning and the practice assessor are involved with this process.

Programme academic staffing levels are sufficient to deliver the programme. There



are enough academic and university-based skills tutors to support the first cohort of students onto the programme. This includes access to cross field teaching for child, mental health and learning disabilities.

- 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 assessor along with how they will be prepared for their roles. (R4.2)

**MET**  **NOT MET**

R4.2 is met. There's clear evidence to demonstrate how the programme ensures support, supervision, learning and assessment complies with the SSSA.

Programme documentation and discussions at the approval visit provides evidence of a preparation programme for practice supervisors, practice assessors and academic assessors. The programme team collaborates with other AEIs using the same practice settings as the UoC. This collaborative approach demonstrates good working relationships.

The roles of academic assessor, practice assessor and practice supervisor are described in several programme documents. This includes the supporting learners in practice policy document, the student practice learning handbook and the south PAD. This includes guidance on the ways these roles collaborate and guidance on the supervision and assessment process. Academic assessors are prepared for the role via training sessions within the AEI. Academic assessors are required to be registered nurses and experienced academics with a clear understanding of the programme, field specific application of the FN:SPRN, the SSSA and assessment processes.

The preparation of practice supervisors and practice assessors is provided by the SNAH and is delivered through workshops either on the university campus, in practice learning environments or through an online learning platform. The preparation content for practice supervisors, practice assessors and academic assessors is explicit and is detailed in the supporting learners in practice policy. Progress in undertaking training for these roles and annual updates to confirm competency are recorded on the practice assessor and practice supervisor database maintained by the placement administrator. The database is extended to include practice assessors and practice supervisors from private and independent PLPs. PLPs at the approval visit confirm the adequacy of training and preparation for role, and of having sufficient practice supervisors and practice assessors to support UoC students in addition to other AEI students.

Placement capacity is reviewed as part of the placement learning environment audit process. The programme team and PLPs present at the approval visit confirm that this process ensures a timely monitoring of capacity with sufficient flexibility where staff changes in practice require adjustments on agreed capacities.

The programme team at the approval visit confirm that the placement administrator liaises with PLPs before allocation of practice placements is finalised to ensure currency of practice assessors and practice supervisors. Programme documentary evidence and PLPs at the approval visit confirm that they collaborate with the SNAH to provide regular update workshops for practice assessors and practice supervisors to ensure preparation for the first cohort of UoC students.

**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  NO

**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  NOT MET

R4.4 is met. Programme handbooks show there are appropriate mechanisms in place to assess and provide feedback to students on theory and practice outcomes. Programme documentation confirms the use of a wide range of summative and formative assessments in the programme. Formative and summative assessments are detailed in module descriptors.

Assessments include online examinations, presentations, essays and portfolio and practice assessment of the FN:SPRN. Formative feedback is timetabled in both theory and practice modules. This ensures students have access to constructive and timely feedback on elements of their work. The programme team tell us that this is provided through the virtual learning platform Moodle.

The programme team tell us that personal tutors have oversight of their personal student's progression. The south PAD has a mid-point assessment review which provides students with feedback and feed-forward, with a summative end point assessment. SUCs give feedback in the south PAD on care provided by the student. Peers and other professionals can give feedback to students through the south PAD to aid their development. Feedback from SUCs is also part of the professional discussions within module assessment. The south PAD enables both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting.

Students express satisfaction with the amount and quality of the feedback they

receive, describing it as informative and providing opportunities to improve performance.

Programme documentation demonstrates that students undertake formative assessments to prepare them for summative assessments. Mapping of assessments to module and programme learning outcomes, including FN:SPRN, is explicit in the mapping documents and programme specification.

- 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**  **NOT MET**

R4.5 is met. Mapping documents assure that programme content and practice learning outcomes enable students to meet the FN:SPRN in the adult field. PLPs tell us that they've sufficient resources to meet the practice learning needs of students with access to a diverse range of practice learning environments.

**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**  **NO**
- 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**  **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)  
**YES**  **NO**
- 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**  **NO**
- 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**  **NO**

<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 2 June 2021		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p> <p><i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i></p>

Findings against the standards and requirements	
<b>Evidence provides assurance that the following QA approval criteria are met:</b>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Fall Back Award</b> If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award	
<b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/>	
There's no fall back exit award with NMC registration as a nurse.	
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met	
<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	
Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 2 June 2021	
Post event review	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A	

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018)</i> apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes (NMC, 2018) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed within the programme.		
List additional documentation:		
Additional comments: None identified.		

**During the event the visitor(s) met the following groups:**

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One x first year – BSc (Hons) physiotherapy Two x second year – BA (Hons) social work In addition, a written testimony is presented from a first year BSc (Hons) physiotherapy student who isn't able to attend the approval visit.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed within the programme.		
Additional comments: None identified.		

**The visitor(s) viewed the following areas/facilities during the event:**

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings: Review of practice learning environment University Hospitals Sussex NHS Foundation Trust were viewed remotely via video clip, student induction packages and photographs.		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: There were no system regulator reports for UoC as this is a new education institution.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

### **Issue record**

#### **Final Report**

Author(s):	Tony Bottiglieri Mary Rooke	Date:	10 June 2021
Checked by:	Ian Felstead-Watts	Date:	11 June 2021
Submitted by:	Amy Young	Date:	29 June 2021
Approved by:	Emiko Hughes	Date:	5 July 2021