

PROGRAMME ENDORSEMENT REPORT

**NMC programmes approved in the UK to be delivered in a specific location
outside of the UK**

Section one

Programme provider name:	The Robert Gordon University
Partner organisation	Health and Community Services (HCS), Government of the Bailiwick of Jersey,
Date of endorsement visit:	27-28 June 2023
Programme(s) reviewed:	Pre-registration nursing
Title of programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (children and young people) BSc (Hons) Nursing (mental health) BSc Nursing (Adult) BSc Nursing (children and young people) BSc Nursing (mental health) BSc Nursing (Adult) (fall back award) BSc Nursing (children and young people) (fall back award) BSc Nursing (mental health) (fall back award) BSc (Hons) Nursing (Adult and Children and Young People) BSc (Hons) Nursing (Adult and Mental Health) BSc (Hons) Nursing (Children and Young People and Mental Health)
Academic level of programme:	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 checked="" type="checkbox"/> Level 9 <input checked="" type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Endorsement start date:	11 September 2023
QA visitors:	Registrant Visitor: Maureen Harrison Lay visitor: Terence Williams

Section two

Summary of review and findings

The Robert Gordon University (RGU), an approved education institution (AEI) is presenting an endorsement to the undergraduate pre-registration nursing programme. The endorsement is to deliver the Nursing and Midwifery Council (NMC) approved pre-registration nursing programme (7 July 2020) in a British crown dependency outside the United Kingdom, the Bailiwick of Jersey. Jersey students will follow the RGU dynamic syllabus and where relevant, programme content is contextualised to Jersey health and social care provision.

RGU works in partnership with the Jersey government, health and community services (HCS), who are also a practice learning partner (PLP). HCS has a higher education (HE) department adjacent to Jersey General Hospital. Staff from this department who are employees of HCS have RGU associate lecturer status. They'll deliver the programme at St Helier and are part of the academic structure supporting the programme. All RGU resources, policies and structures are shared.

The programme, adult, children and young people and mental health fields is full time with a three-year BSc nursing (part three 360 Scottish credit and qualifications framework (SCQF) route. There's a full-time four-year route dual award (part four 480 SCQF credits) in adult and children and young people, adult and mental health and children and young people and mental health.

HCS is undergoing service redesign to provide more community-based health and social care services as well as planning new hospital facilities. In 2022, a review of HCS clinical governance arrangements has led to recent changes in senior nursing leadership. In 2021, an independent review of HCS adult mental health services recommended improvements of services for people with mental health needs.

HCS works in partnership with another UK based AEI to deliver pre-registration nursing, adult, mental health and children's fields of practice. In October 2023,

there will be 18 adult field students and five mental health field students starting the third year of their programme. There's no intake of students in 2022 to facilitate new AEI partnership working.

For adult field and mental health field, students' theory and practice-based programme learning is Jersey based. Students recruited to the children's and young people's field will have theory learning at the RGU campus in Scotland and all practice learning on the island.

Partnership working between RGU, HCS, students and people who use services and their carers (PUSCs) is clearly being established with clear protocols in place as relationships develop.

HCS has an equality, diversity and inclusion (EDI) policy, a neurodiversity network and many resources to enhance accessibility of resources to all. RGU has established processes to audit, feedback and act on EDI issues affecting all members of the university community. An annual strategy is in place at programme and module level to identify differential attainment and in academic year 2021-2022 no gaps are reported. Annual programme appraisal reporting will capture Jersey students as part of the programme cohort.

Jersey has its own judicial system. Quality assurance and governance of HCS and clinical environments is locally governed by the Jersey nursing and accreditation system (JNAAS).

Arrangements for the endorsement at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

Arrangements for the endorsement at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023).

The endorsement is recommended to the NMC for approval subject to one NMC condition. One NMC recommendation is made.

Updated 19 July 2023:

The university has provided documentary evidence which demonstrates NMC condition one is met.

The endorsement is recommended to the NMC for approval.

Recommended outcome of the endorsement panel

Recommended outcome to the NMC:

Endorsement is recommended to the NMC for approval

Endorsement is recommended for approval subject to specific conditions being met

	Recommended to refuse endorsement of the programme <input type="checkbox"/>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a placement evaluation form that is compliant with current nursing and midwifery (NMC) standards and demonstrate how the feedback loop will be closed with placement areas. (SFNME R2.5)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date conditions to be met:	21 July 2023
Recommendations to enhance the partnership/endorsement:	Recommendation one: Consider widening the recruitment of PUSCs to support the pre-registration nursing programme in terms of programme design, assessment, evaluation and co-production. (SFNME R1.12, R5.14)
Focused areas for future monitoring:	<p>Pre-registration mental health student exposure to person-centred care including shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages.</p> <p>Practice supervisor, practice assessor and student evaluation of whether the learning culture prioritises</p>

	<p>the safety and well-being of staff and students.</p> <p>Students' access to RGU online student support resources, for example study skills and library support.</p> <p>Resources being in place to support child field students with their learning at the Aberdeen campus.</p> <p>Opportunities in place to enable Jersey based nursing students to collaborate and learn with and from peers based in Scotland.</p>
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Endorsement is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Condition one: Partners provide documentation which evidence robust processes in place to quality assure placement learning in Jersey. Terminology used on the student placement evaluation form uses the same terms used in the SSSA.</p> <p>Condition one is now met.</p>	
Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Final recommendation made to NMC:	<p>Endorsement is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse endorsement of the programme <input type="checkbox"/></p>
Date conditions met:	7 July 2023

Section three

Partnerships	
Partnership with key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK	
<ul style="list-style-type: none"> Evidence of key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK 	

- Evidence of how the endorsed programme meets NMC standards in all non-UK settings. This **must** include, but is not limited to, evidence of strategic and operational partnerships with the partner(s), associated practice learning partners to manage and mitigate risks.
- Evidence of the commitment to actively engage people: service users and carers, in programme development, delivery; evaluation and co-production.

Please refer to:

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

Standard 1:

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

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

Standard 3: Student empowerment:

R3.17 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

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK

The endorsement process evidences effective partnership working between RGU and PLPs in Jersey.

Senior managers at RGU describe a school vision to transform health and social care within urban, remote and rural communities. They describe structures in place to support education initiatives in the Highlands and Islands of Scotland. RGU and HCS senior managers identify how the proposed endorsement with HCS aligns with the vision and strategy of both partners. A steering group of senior staff from RGU and HCS meet regularly to continue to promote the seamless and supportive implementation of the endorsement. The endorsement approval process confirms that since the start of the contract between RGU and HCS strategic goals are in place and both partners meet regularly to operationalise the endorsement.

Jersey government departments are aligned to reflect needs and services required by the population. There's a proposed service redesign in HCS to build more community-based healthcare facilities across the island as well as planning new hospital facilities. There are five departments with HCS: social care and mental health services, primary care and community, surgical and scheduled care, medical and unscheduled care, women's and children. HCS works in partnership with family nursing and home care (FNHC), Jersey hospice and other private and voluntary organisations. HCS employs approximately 2000 full-time equivalent registered nurses, midwives and allied healthcare practitioners and all are NMC and health and care professions council (HCPC) registered.

Senior HCS managers tell us of a review of HCS services and governance arrangements in 2022. Findings of the report indicate that change is needed to improve openness, transparency and internal and external accountability. A recommendation is made to strengthen the approach to quality improvement initiatives. Changes in leadership at HCS are in process. We're told of strategies already put in place to improve a culture of safety and wellbeing for staff. This includes the appointment of an independent 'whistleblowing' champion. Staff from

FNHC, hospital departments and mental health services are aware of the champion together with more freedom to speak out. Managers from two mental health departments indicate that more work is needed to provide more opportunities to speak out and influence care delivery. Mental health students describe a working culture which is improving. They say whistleblowing and raising significant concerns is an area for development although there's an acknowledgement that there's been progress.

HCS senior staff say fortnightly multidisciplinary forums and teaching sessions encourage the culture to 'be our best'. Staff from hospital departments say communication between senior management and them is improving but service demands often prevent them from attending the forums. We're told of a strategy to integrate the PUSC voice in service improvement and this week the first patient panel was held with 36 attendees.

A HCS senior manager from mental health services tells us that a report in 2021 identified a lack of multidisciplinary team working, professional silos and failure to learn from serious incidents. Examples given included PUSCs not being sure of care plans, care not being delivered within a care and recovery framework with inadequate risk assessment and management. Managers and practice assessors tell us of a culture amongst clients of 'learned helplessness'. They say robust systems to promote care plans with a recovery approach weren't being initiated. Senior managers and practice assessors spoke of strategies and local initiatives taken to improve client care. One outcome was the reduction in use of antipsychotic medication as a chemical restraint in dementia. The HCS academic, mental health and senior programme managers at Jersey are aware of cultural issues in some mental health units. We're assured structures and individuals are in place for RGU and PLPs to work in partnership to continue to promote service improvements.

Senior HCS managers, department managers, FNHC managers and practice supervisors and practice assessors tell us of the JNAAS framework which is used to ensure a high standard of safe and effective care. There are 12 criteria and each assessment criteria is given a red, amber or green rating. We're assured of proactive measures to make improvements at local level with lessons learnt shared between the frequent meetings held between nursing departments. Senior members of the HCS HE team attend nursing department meetings. Ward managers and practice assessors say the education team are contacted immediately and collaborate action plans put in place whenever there might be a risk to the safety of student learning.

The chief nurse for HCS (or deputy) meets monthly with the Jersey head of nursing, midwifery and allied health professional (AHP) education to strategically overview all aspects of education and training, quality assurance, workforce planning and student progression and attainment.

The HE department in Jersey is under the jurisdiction of HCS allowing an alignment of HE provision to health and social care workforce planning. HCS provides undergraduate and postgraduate healthcare education and the Jersey campus works as a remote campus to partnering universities. The department is based at the general hospital in St Helier.

The pre-registration nursing programme lead is the link coordinator between HCS and RGU and will take responsibility for operationalising the endorsed programme. Visits to meet with staff and students in Jersey are planned for at least once a year. All partners say virtual modes of communication are frequent. RGU managers say all HCS HE staff are allocated 'academic buddies' from the RGU pre-registration nursing programme to support the Jersey staff as they take on programme responsibilities such becoming part of module teams.

Numbers of pre-registration nursing students recruited in Jersey reflect the islands workforce planning requirements. On successful completion of pre-registration nursing programmes students are guaranteed a registered nurse position and supported with a preceptorship programme.

RGU has established processes in place for partnership with students. We confirm the endorsement process assures us of established mechanisms in Jersey to support students, hear their voice and act on feedback. Students from Jersey are supportive of each other and describe opportunities to learn from each other. Students say opportunities to learn with and from peers based at campuses on the mainland are very limited. The academic team acknowledge that given the different laws, policies and contexts of the health and social care environments between Scotland and Jersey sharing of student experiences should be encouraged. This is an area for future monitoring.

Following practice learning experiences students are asked to fill out a placement feedback form. A feedback form which mirrors those on the NHS education for Scotland (NES) virtual environment quality management of the practice learning environment (QMPLE) has been presented. This form needs amendment to comply with terminology used in current NMC standards. (Condition one)

PUSCs tell us of their experience in teaching and in the selection of students. Their experience has been positive. They feel they're of value and their views are fully considered regarding individual selection decisions. They feel supported and they describe a positive culture regarding PUSC involvement. In informal discussions they have opportunities to express their views. Jersey maintains a partnership with voluntary organisations such as Mind Jersey and the Patient Advocacy group who enjoy working with local students. The HCS HE department has a PUSC policy which aims for PUSC to become integral partners. We recommend the department extends the number and range of PUSCs to support programme activities. (Recommendation one)

The HCS HE department is a shared learning facility for all the island professions allied to medicine. There are regular inter-professional learning inset days and a weekly 'Friday lecture'. Students are welcome at all events. An inter-professional simulation pilot is ongoing. Other UK based universities support students studying medicine and operational department practitioners at the Jersey campus. Opportunities for inter-professional learning are imbedded in the nursing programme.

Assurance is provided that the AEI works in partnership with key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK.

The relevant standards/requirements as identified in Gateway 1: [Standards framework for nursing and midwifery education](#) are:

MET NOT MET

Outdated terminology is identified on the student practice learning feedback form.

Condition one: Provide a placement evaluation form that is compliant with current NMC standards and demonstrate how the feedback loop will be closed with placement areas. (SFNME R2.5)

Post event review

Identify how the condition(s) is met:

Condition one: Partners provide documentation which evidence robust processes in place to quality assure placement learning in Jersey. Terminology used on the student placement evaluation form uses the same terms used in the SSSA.

Condition one is now met.

Evidence:

RGU response template, 7 July 2023

RGU and Government of Jersey revised practice learning governance process, 7 July 2023

RGU and Government of Jersey revised student practice learning feedback form, 7 July 2023

Date condition(s) met: 7 July 2023

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

Infrastructure to deliver a programme in a specific country/location

Academic and practice arrangements are in place for the delivery of the approved programme in a specific location outside of the UK

- Evidence of specific arrangements and processes relating to the intention to deliver the programme outside of the UK
- Evidence that selection, admission and progression comply with the relevant programme standards for the approved programme in a specific location outside of the UK
- Delivery of the approved programme(s) within the context of UK healthcare takes into consideration the policy context/country and cultural specific requirements

Findings against the standard and requirements

Provide an evaluative summary to demonstrate assurance that academic and practice arrangements are in place for the delivery of the approved programme in a specific location outside of the UK

MET **NOT MET**

The contract between RGU and HCS commenced in 2022. RGU and HCS are establishing relationships with theory-based staff and PLPs.

RGU has agreed two memoranda of agreement (MoA) with Jersey - one for NHS and one for non-NHS provision. These adopt a Scotland wide standardised template approach and have been discussed and agreed between partners in RGU and Jersey. These agreements include definitions of working terms and titles, the roles and responsibilities of the AEI and the PLPs.

Admissions are managed under RGU and HCS selection and admission policy. Admissions are managed locally on Jersey (rather than through UCAS) and all interviews take place on the island. Offers are also based upon successful occupational health screening and disclosure and barring service (DBS) clearance. We're assured of a collaborative approach between all HCS departments and the HE department to manage recruitment and promote opportunities for careers in health and social care.

Selection interviews are conducted by one member of academic staff, representative of the field of nursing applied for and one representative from PLP or PUSC. PUSCs spoke of being empowered to contribute to decisions about prospective candidates. All individuals involved in the interview process undergo preparation.

Occupational health is provided by AXA in Jersey and students can be directly referred or self-refer. All students have occupational health clearance prior to programme commencement. Students give examples of health needs and reasonable adjustments being managed locally for theory and practice.

AXA and the Jersey HE team will consult with the university inclusion advisor in relation to the compatibility of an applicant's reasonable adjustments for disability being made where feasible.

Administration support is available on site at Jersey campus. There's an onsite library. Students are very positive regarding the local help available from onsite librarians for literature searching and finding evidence and say they're not dependent on sources provided by their current AEI. Students tell us they access the HCS resources, local libraries and the royal college of nursing online journal resources. Student supporting services within RGU are available online. These services include study skills and library skills. Students have access to RGU e-books, journals and online learning resources. RGU staff say systems are in place to monitor whether students access these resources.

All students, including those from Jersey will be subject to the RGU fitness to practise policy which covers both applicants and enrolled students. The policy covers health and well-being and behaviour.

Jersey students will follow the RGU programme for all fields working in direct partnership with HCS HE programme team. We're assured the HCS HE Jersey team and PLPs provide many opportunities for learning which are contextualised to Jersey law and policy, such as the local Safeguarding and capacity and self-determination law.

RGU don't use simulated practice learning towards the 2300 practice learning hours.

The module content within the RGU virtual learning environment (VLE) is contextualised where relevant to reflect health and health care policy in the context of Jersey HCS.

There are two Jersey students currently on interruption of studies who will recommence their studies at year two of the RGU programme on their return to study in September 2024. These students will join the September 2023 intake. The programme team plan to introduce these students to their cohort this September.

Outcome

Is the standard met? MET NOT MET

Date: 28 June 2023

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

Practice Learning

Practice learning opportunities are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements

- Evidence of practice learning opportunities that allow students to develop and meet NMC and requirements for the approved programme in a specific location outside of the UK
- Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

Findings against the standard and requirements

Provide an evaluative summary to demonstrate assurance is provided that practice learning opportunities are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements

MET NOT MET

All HCS and FNHC staff are aware of the importance of educational audit of the practice learning environment. RGU staff confirm the period of transition for responsibility for audit between AEIs has started. Currently the QMPLE database cannot be used in Jersey. Audit forms have been adapted to meet audit standards used across Scotland and the process will follow NES audit processes. A completed audit will be kept at HCS HE department and a copy sent to the principal lecturer for practice learning at RGU.

Operational staff say informal and formal feedback from student practice learning experiences is received with a collaborative approach to act on feedback when necessary. Quality assurance of clinical environments is either ensured by JNAAS compliance (HCS environments) or by Jersey Care Commission review (community and private provision). The endorsement process and speaking to partners assures us robust processes are in place for RGU, HCS and other PLP staff to ensure safety of the learning environment and to be responsive to any concerns raised by students in practice.

RGU students use the Scottish practice assessment document (PAD). Practice supervisors and practice assessors we met from across HCS and FNHC have already started being introduced to the Scottish PAD.

Documentation identifies arrangements in place for HCS and RGU to monitor practice learning hours.

Students are provided with a broad knowledge of nursing across the lifespan that considers physical and mental health. We're assured by practice managers, practice supervisors and practice assessors that students experience caring for people across the age span and are supported in a variety of contexts in Jersey. Students confirm access to this experience. The FNHC learning disabilities team are a good example of a cohesive team being proactive in promoting and providing examples of care which focuses on individuals.

In part one of the programme nursing students are exposed to practice learning environments across fields. This can be facilitated in Jersey. Field specific learning experiences are provided in part two and three. At the end of part three, adult students are offered a choice of setting for their final practice learning experience. Students on the child field will have experience of caring for children in hospital and community contexts. There are limited experiences available for high dependency care but we're assured that when available, for example the transfer of a sick child to a paediatric intensive care unit in the UK, child field students are offered the learning opportunity.

Students on the mental health field have a range of practice learning opportunities in HCS and FNHC. Person-centred care of people with mental health needs including shared assessment, planning, decision making and goal setting is a theme addressed in meetings and during visits. Senior managers, practitioners and students identify instances where a mental health students' exposure to person centred care and recovery might be limited owing to the culture and working practices in some contexts. We're aware when these instances are discussed that a culture of change and service improvement is being implemented. We met senior staff, supervisory staff and staff at HCS HE and the university who are progressive and proactive in their approach and committed to ensuring that person-centred care is fundamental to care in all mental health contexts. Feedback from senior managers, practice assessors, practice supervisors and students on the culture and practices of mental health environments is an area for future monitoring.

HCS has two nursing practice education facilitators (PEFs) (adult and child). The previous mental health PEF has recently joined the HE academic team and HCS are recruiting to the mental health PEF post. Jersey PEFs are able to work with both students and supervisors in practice to assist learning. Practitioners and students confirm the support PEFs offer.

Outcome

Is the standard met?

MET NOT MET

Date: 28 June 2023	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

Supervision and assessment	
Support, supervision, learning and assessment are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements	
<ul style="list-style-type: none"> • Evidence that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i> • Evidence that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i> • Evidence that support, supervision, learning and assessment provided complies with the relevant programme standards for the approved programme in a specific location outside of the UK 	
Please refer to: Standards for student supervision and assessment (NMC, 2018)	
Findings against the standard and requirements	
Provide an <u>evaluative summary</u> to demonstrate assurance is provided to support, supervision, learning and assessment for the delivery of the approved programme in a specific location outside of the UK	
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	
The endorsement process confirms support, supervision, learning and assessment provided complies with the NMC SFNME and SSSA, with one condition applied.	
The programme team, HCS managers, practice assessors, practice supervisors and students confirm student supernumerary status throughout the programme.	

The definition of supernumerary status is included within the PAD, student handbook and practice supervisor and practice assessor handbooks. Managers and practice assessors cite instances when supernumerary status may be compromised and are always escalated to the PEFs or education team and the student learning journey is managed accordingly.

The endorsement process confirms the HCS HE department keeps a live database of practice supervisors and practice assessors and offers in-house face to face training throughout the year on both roles. We're assured by the programme team that practice supervisors and practice assessors will have an induction and on-going support from the HCS HE team, the RGU practice team and practice based online resources from RGU. Senior nurses at HCS confirm the numbers of practice supervisors and practice assessors are closely monitored and there are plenty available should programme numbers increase.

A member of the academic team from Jersey is on the RGU practice learning committee. The pre-registration programme team in Jersey organise the student journey which means the team can then assure the quality and breadth of placement experience. Cross field exposure will be monitored through the Scottish PAD.

Jersey offers a range of placements in acute and community services across fields of practice. Students confirm they've had practice learning across all nursing fields and in different contexts.

Outcome

Is the standard met? MET NOT MET

Date: 28 June 2023

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

Resources

Adequate resources to deliver the approved programme in a specific location outside of the UK to the standards required by the NMC at all times

- Evidence of sufficient academic staff resources available to support students studying the approved programme in a specific location outside of the UK to the standards required by the NMC at all times
- The educational facilities support the delivery of the approved programme in a specific location outside of the UK
- Confirmation by the AEI, partner and associated practice learning partners that resources are in place to deliver the programme in a specific location outside of the UK

Findings against the standard and requirements

Provide an evaluative summary to demonstrate assurance is provided that adequate resources are in place to deliver the approved programme in a specific location outside of the UK.

MET **NOT MET**

The endorsement process confirms RGU and HCS have the capacity, facilities and resources in place to deliver safe and effective learning opportunities in both theory and practice. There are partnership processes in place both strategically and operationally to monitor resources.

The HCS HE staff are employees of HCS and associate employees of RGU. They hold approved tutor status with RGU and are experienced and qualified academics. There are eight senior lecturers and two teaching fellows who contribute to the pre-registration nursing programme. HCS HE academic staff include registrants representing adult, mental health and children's fields of practice. The Jersey team are a part of the wider RGU teaching team and as such, will sit in module groups, attend module meetings, mark and moderate across site and share all teaching, learning and student resources on online learning platforms.

The Jersey based academic team will be represented at RGU governance committees. This includes the school academic board, the practice learning committee and fitness to practise committee. They'll contribute to annual programme appraisal reporting and subsequent action and enhancement plans.

Jersey based academics meet monthly with nurse leads where practice specific issues are discussed including SSSA and practice supervisor and practice assessor preparation. The proximity of the education centre to the general hospital allows strong links between clinical and educational teams. We confirm that relationships are well-established and mutually supportive.

HCS commission a maximum of 28 pre-registration nursing students annually, adult, mental health and children's nursing fields. HCS HE staff and students acknowledge there is a high staff to student ratio. Students acknowledge the easy physical access to staff and the high level of support offered.

There are clinical skill/simulation facilities with resources to support adult and mental health field students. Students are allocated to simulation sessions as determined by the curriculum. Students and HCS staff confirm that students are provided with additional clinical skill development and support whilst on practice learning experience through their practice supervisors and PEFs. Practice assessors describe how students are facilitated to move between departments to gain experience of procedural skills. The programme team and PLPs assure us preparation to support annexe A and B, Standards of proficiency for registered nurses, is advanced.

Students receive a means-tested bursary from the Jersey government to enable them to study. A consistent theme during the visit was concern over the future recruitment of registered nurses and the potential barrier to 'training our own' because of the cost of living in Jersey. Concern was raised in children's nursing areas because child field students fund their own travel and accommodation costs when undertaking theory blocks in Aberdeen. Managers from RGU say Jersey students would be able to apply to the RGU hardship fund and be assessed for eligibility.

A senior HCS manager says they're looking to set up the opportunity for health care assistants to remain on salary and for them to access career development through pre-registration nursing education.

Outcome

Is the standard met? MET NOT MET

Date: 28 June 2023

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

Educational governance and quality assurance

Effective governance and quality assurance systems and processes ensure compliance with NMC requirements for the effective provision and delivery of the approved programme in a specific location outside of the UK

- QA mechanisms/processes including arrangements for educational audit and governance arrangements are in accordance with Gateway 1: [Standards framework for nursing and midwifery education](#)
- Actions arising from educational audits are reported, reviewed and completed.
- QA is maintained and aligns with AEI policies, systems and enhancement processes.
- All clinical governance and risk issues with a potential effect on patient, service user, or student safety are understood and effectively communicated to the AEI from the partner/ practice learning partners in a timely way.
- Raising and escalating concerns policies effectively ensure that all concerns raised by students are fully investigated, supported and reported.
- Effective processes are in place to receive and respond to feedback from service users and carers who are involved in the development and delivery of the approved programme.
- Evaluation systems operate consistently to enhance programme delivery.
- External examiners engage with the development and moderation of the assessment of theory and practice to assess the validity and reliability of judgements.
- External examiners report on the quality of the assessment and the fitness for practice of students, leading to eligibility for NMC registration

Findings against the standard and requirements

Provide an evaluative summary to demonstrate assurance that governance and quality assurance systems and processes ensure compliance with NMC requirements for the effective provision and delivery of the approved programme in a specific location outside of the UK.

MET **NOT MET**

We are assured quality assurance mechanisms including arrangements for educational audit and governance arrangements are well established and meet SFNME. The programme team and HCS staff confirm structures are in place for regular governance meetings.

A link coordinator, the pre-registration nursing programme lead, from RGU will provide the main line of communication between Jersey and RGU. A link coordinator annual report is produced in accordance with section five of the RGU academic quality handbook. External examiners will continue to monitor achievements of the whole student cohort, including students located on States of Jersey.

Students and HCS staff say processes are in place to receive and respond to feedback from PUCSs. We are assured of the intent of HCS to involve PUCS in the future strategy of health and social care services in Jersey. We are assured the strategy will be devolved to include more PUCS involvement in future development and delivery of the approved programme.

Outcome

Is the standard met? MET NOT MET

Date: 28 June 2023

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

Section four

Sources of evidence

The following documentation provided by the AEI and partner organisation was reviewed by the visitor(s):

Key documentation	YES	NO
Proposal, rationale and consultation to support the endorsement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with proposed partner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook and partner information for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation / Ongoing record of achievement (ORA)	<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"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by AEI, partner and associated practice learning partners that resources are in place to support the programme intentions on specified sites/practice learning areas, including a signed agreement for supernumerary status/ protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: (RGU) Equality outcomes 2021 – 2025 (progress report), April 2023 Evidence to support condition one. RGU response template, 7 July 2023 RGU and Government of Jersey revised practice learning governance process, 7 July 2023 RGU and Government of Jersey revised student practice learning feedback form, 7 July 2023		
Additional comments: None identified.		

During the visit the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI and partner organisation with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers/education staff from partner organisation, if relevant	<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"/>
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: Three post qualifying adult students Four year three students 13 year two students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: There's only one cohort of students per year.		

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

	YES	NO
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"/>
Practice learning environments and educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If practice learning environments are visited, state where visited/findings: Rozel ward (adult medical), Jersey general hospital, JE13QS Robin ward (children's general), Jersey general hospital, JE13QS Cedar ward adult mental health, St Saviours hospital, JE27UW</p> <p>We met department managers, practice assessors and practice supervisors at visits. We're assured of established relationships between PLPs and the Jersey HCS HE department. Practitioners are aware of the endorsement. Many say they've already been introduced to the Scottish PAD. They spoke positively of supporting students and were experienced in working with the academic team to support students with individual requirements or progression issues. All are aware of requirements of SSSA and supporting students to meet Standards of proficiency for registered nurses (NMC, 2018).</p>		
System regulator reports for practice learning partners, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>System regulator reports list:</p> <p>Mascie-Taylor, Hugo, 2022 Review of HCS clinical governance arrangements within secondary care, 26 Aug 2022</p> <p>Lepping, P, Pyke S, 2021 Independent review of adult mental health services in Jersey (HCS), 29 September to 2 October 2021</p>		
<p>If you stated no to any of the above, please provide the reason and mitigation:</p>		
<p>Additional comments: None identified.</p>		

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Issue record

Final Report

Author:	Maureen Harrison Terry Williams	Date:	4 July 2023
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