

Programme approval visit report

Section one

Programme provider name:	Canterbury Christ Church University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>East Kent Hospitals University NHS Foundation Trust</p> <p>Kent and Medway NHS and Social Care Partnership Trust</p> <p>Kent Community Health NHS Foundation Trust</p> <p>Maidstone and Tunbridge Wells NHS Trust</p> <p>Medway Community Healthcare CIC</p> <p>NHS Ashford Clinical Commissioning Group</p> <p>NHS Canterbury and Coastal Clinical Commissioning Group</p> <p>NHS South Kent Coast Clinical Commissioning Group</p> <p>NHS West Kent Clinical Commissioning Group</p> <p>North East London NHS Foundation Trust</p> <p>Oxleas NHS Foundation Trust</p> <p>Pilgrims Hospices in East Kent</p> <p>West London Mental Health NHS Trust</p>
Programmes reviewed:	Pre-registration nursing (adult, child and mental health)
Title of programme(s):	<p>BSc (Hons) Nursing (Adult), MSc Nursing (Adult)</p> <p>BSc (Hons) Nursing (Mental Health), MSc Nursing (Mental Health)</p> <p>BSc (Hons) Nursing (Child)</p>
Date of approval visit:	13 March 2019
Programme start date:	2 September 2019

<p>Academic level:</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Kevin Gormley Lay Visitor: Kanta Sandhu</p>

Section two

Summary of review and findings

Canterbury Christchurch University (CCCU), school of nursing, midwifery and social work (the school) is seeking approval for a three-year pre-registration BSc (Hons) nursing (adult, child and mental health) programme and a two year MSc nursing (adult and mental health) programme.

The programme is mapped against the NMC Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The partnership between CCCU and practice learning partners (PLPs) is robust with evidence of active and effective engagement at an operational and strategic level. There is evidence of effective communication networks between academic staff delivering the programme and PLPs to ensure consistency and comparability of the students' experience across differing practice learning environments. The faculty has a Practice Learning Unit (PLU) that provides a central point of contact for planning and organising the delivery of practice learning. We found there are robust quality assurance processes in place to ensure the quality of practice learning environments to enable students to achieve the Standards of proficiency for registered nurses.

CCCU is a member of the Pan-London practice learning group (PLPLG) involving engagement of approved education institutions (AEIs) across London and their PLPs. The Pan-London practice assessment document (PLPAD) used by students to record their achievement of NMC proficiencies, and the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) are the outcome of effective collaboration with the PLPLG. Roles and responsibilities for practice supervisors, assessors and academic assessors are outlined in the PLPAD.

The programme is recommended to the NMC for approval with five conditions. There are five recommendations.

Updated 16 April 2019

Evidence was provided that the changes required to meet the five conditions have been made. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme. This must reflect their involvement across all fields of nursing practice. (Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition two: Provide a detailed strategy and implementation plan, including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme. (Standards framework for nursing and midwifery education R2.4, R4.1; Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2; Standards for pre-registration nursing programmes R4.1, R4.2)</p> <p>Condition three: Arrangements which allow existing students to transfer to the new pre-registration nursing programme must be detailed and demonstrate the Competitions and Market Authority (CMA) requirement. (Standards framework for nursing and midwifery education R3.2)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: Review programme learning outcomes to ensure appropriate differentiation to support award titles and level learning outcomes to ensure appropriate differentiation between levels. (university condition)</p> <p>Education governance: management and quality assurance:</p>

	Condition five: Liaise with university quality and standards office regarding special regulations and calendars. (university condition)
Date condition(s) to be met:	17 April 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Review the process for supporting the contribution of students in the continued development of the new nursing programme across all fields of nursing practice. (Standards framework for nursing and midwifery education R3.18)</p> <p>Recommendation two: Review undergraduate modules to ensure greater parity between modules that are generic across all fields. (university recommendation)</p> <p>Recommendation three: Review the student handbooks to include reflection of the different campus experience offered at Canterbury and Medway and detail opportunities for extracurricular activities such as student societies. (university recommendation)</p> <p>Recommendation four: Clarify the added value of the MSc programme in the programme documents. (university recommendation)</p> <p>Recommendation five: Explore more effective ways of engaging service users' feedback in the practice learning environment. (Standards framework for nursing and midwifery education R5,14); Standards for pre-registration nursing programmes R4.4)</p>
Focused areas for future monitoring:	The capacity of practice supervisors and assessors to supervise and assess students on the pre-registration nursing programme.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

Evidence is provided that the changes required to meet the five conditions are made.

A strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme that reflect their involvement across all fields of nursing practice is provided (condition one).

A detailed strategy and implementation plan, with timelines, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme is provided (condition two).

Assurance is provided that students have been given comprehensive information about the transfer arrangements to the new pre-registration nursing programme from September 2019. This demonstrates the CMA requirement (condition three).

All programme learning outcomes are reviewed and demonstrate appropriate differentiation between academic levels of study (condition four).

The programme team has liaised with the university quality and standards office regarding special regulations and calendars and changes made as appropriate (condition five).

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	<p>Some factual errors amended including:</p> <p>Title of university corrected in one section from Canterbury Christchurch University to Canterbury Christ Church University.</p> <p>In the partnership section the narrative states that 'the school has a PLU...' this is corrected to state the faculty has a PLU.</p> <p>Staff liaison meetings changed to 'student-staff liaison meetings'.</p> <p>Corrections made to two outcomes as had been inaccurately recorded.</p> <p>An incomplete sentence in Standard 3 - R3.4 is now corrected.</p>
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	16 April 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit confirm PLPs associated with CCCU have a memorandum of agreement detailing their responsibilities in the provision of practice learning experiences and support for students. Strategic meetings are held regularly between CCCU and PLPs to address any significant issues impacting on practice learning environments. Operational meetings occur every six months that provide oversight and shared ownership of programmes.

The faculty has a PLU that provides a central point of contact for planning and organising practice learning for students. We found effective communication strategies in place aimed at ensuring consistency and comparability within practice learning environments. We found there are robust quality assurance processes in place to ensure the quality of practice learning environments to enable students to achieve the Standards of proficiency for registered nurses.

CCCU has worked collaboratively with the PLPLG and AEIs across London and their PLPs in the development of the PLPAD and a guidance booklet to support students' achievement of the Standards of proficiency for registered nurses. Roles and responsibilities for practice supervisors, assessors and academic assessors are outlined in the PLPAD. However, we found there is no evidence of either a robust plan or timeline to prepare practice supervisors and assessors for their role, which must be addressed prior to the programme commencing. (Condition two)

(Standards framework for nursing and midwifery education R2.4, R4.1; Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2; Standards for pre-registration nursing programmes R4.1, R4.2)

The school encourages students to actively engage in their learning. The proposed pre-registration nursing programme supports inter-professional learning (IPL). Students will engage in IPL activities within modules and during practice learning experiences. They will engage with other healthcare professionals and record their experience via the PLPAD. During practice learning they will also attend “shared learning” days with other healthcare professions and participate in seminar discussions.

Students tell us they are encouraged to raise any concerns through practice supervisors, practice assessor, link lecturer/academic assessors or practice placement facilitators. They attend student-staff liaison meetings and provide personal experiences or concerns to module leaders, personal academic tutors, cohort leads or the programme director.

Students confirm they have full access to module learning resources and the teaching team’s expectations for learning is clearly signposted within each module. Students and the teaching team confirm students engage in reviews of their programme of study and are encouraged to provide feedback on theory and practice learning experiences. One student described the sequencing of coursework submission that was changed following a meeting between the programme team and student representatives.

The teaching team confirm that student feedback is reviewed and reported through the university programme monitoring procedures and actions are implemented, as appropriate. Students believe they have a partnership role in their programme’s continued delivery and review. However, they demonstrate a limited awareness of the proposed programme and are not actively involved in its continued development. (Recommendation one) (Standards framework for nursing and midwifery education R3.18)

The school has a service user and carer strategy that aims to capture and embed the views of this stakeholder group. CCCU commits resources to support a service user implementation plan. We met with service user representatives who are enthusiastic and expressed a commitment to participating in programme planning and delivery. They said they welcome any opportunity to provide a service users perspective that will support students' learning. The service users' input is especially evident in the mental health field of nursing where service users and carers are recruited through an existing and established buddy scheme and links with Alcoholics Anonymous.

The buddy scheme aims to develop increased understanding of mental health and related issues from a service user perspective. The school provides a planned link-up with a service user that enables students gain further understanding of the needs of mental health service users. However, we found there is inconsistent engagement with service users across all aspects of the programme and fields of nursing practice. The programme team must ensure the programme is developed, delivered, evaluated and co-produced with service users and reflects their

involvement across all fields of nursing. (Condition one) (Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

The approval panel recommend that more effective ways of engaging service users' feedback to students in the practice learning setting are considered. (Recommendation five)

(Standards framework for nursing and midwifery education R5.14; Standards for pre-registration nursing programmes (R4.4)

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

Please provide any narrative for any exceptions

We found services users are enthusiastic and committed to be involved in the proposed programme. They welcome any opportunity to provide a service user's perspective that will support students' learning. We found there is inconsistent engagement in service users across the programme and the fields of nursing practice. The programme team must strengthen the coordination of service user and carer input in all aspects of the programme and across all fields of nursing (Condition one). (Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

Students demonstrate a limited awareness of the proposed programme and are not actively involved in its continued development. (Recommendation one) (Standards framework for nursing and midwifery education R3.18)

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

Please provide any narrative for any exceptions

We found there is inconsistent engagement with service users across all aspects of the programme and the fields of nursing practice. (Condition one)

Condition one: Provide a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme. This must reflect their involvement across all fields of nursing practice.

(Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

Roles and responsibilities for practice supervisors, assessors and academic assessors are outlined in the PLPAD. We found there is no evidence of either a

robust plan or timeline to prepare practice supervisors and assessors for their role, which must be addressed prior to the programme commencing. (Condition two)

(Standards framework for nursing and midwifery education R2.4, R4.1; Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2; Standards for pre-registration nursing programmes R4.1, R4.2)

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

There is inconsistent engagement with service users across all aspects of the programme and the fields of nursing practice. (Condition one)

Condition one: Provide a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme. This must reflect their involvement across all fields of nursing practice.

(Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

We found that there was no evidence of either a robust plan or timeline to prepare practice supervisors and assessors for their role, which must be addressed prior to the programme commencing. (Condition two)

Condition two: Provide a detailed strategy and implementation plan, including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme.

(Standards framework for nursing and midwifery education R2.4, R4.1; Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2; Standards for pre-registration nursing programmes R4.1, R4.2)

Students demonstrate a limited awareness of the proposed programme and are not actively involved in its continued development. (Recommendation one)

Recommendation one: Review the process of supporting the contribution of students in the continued development of the new nursing programme across all fields of nursing practice.

(Standards framework for nursing and midwifery education R3.18)

The approval panel recommend that more effective ways of engaging service users' feedback to students in the practice learning setting are considered.

Recommendation five: The programme team and PLPs are to explore more effective ways of engaging service users' feedback in the practice learning environment.

(Standards framework for nursing and midwifery education R5.14; Standards for pre-registration nursing programmes R4.4)

Post Event Review

Identify how the condition is met:

Condition one:

The AEI has provided a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme that reflect their involvement across all fields of nursing practice.

Condition one is now met. Assurance is provided that the Standards framework for nursing and midwifery education R1.12 and the Standards for pre-registration nursing programmes R2.1 are met.

Condition two:

The AEI in partnership with PLPs has submitted a detailed strategy and implementation plan, with timelines, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme.

Condition two is met. Assurance is provided that the Standards framework for nursing and midwifery education R2.4, R4.1, the Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2 and the Standards for pre-registration nursing programmes R4.1, R4.2 are met.

Evidence:

- CCCU response to conditions, 16 April 2019
- Strategy and implementation plan for service user engagement in pre-registration nursing programmes, 8 April 2019
- Strategy and implementation plan including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme, April 2019

Date condition(s) met: 16 April 2019

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

Condition one is met. Assurance is provided the Standards framework for nursing and midwifery education R1.12 and the Standards for pre-registration nursing programmes R2.1 are met.

Condition two is met. Assurance is provided that the Standards framework for nursing and midwifery education R2.4, R4.1, the Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2 and the Standards for pre-registration nursing programmes R4.1, R4.2 are met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and
children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 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

1.8 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).

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. Programme documentation and evidence at the approval visit confirm that recognition of prior learning (RPL) arrangements for up to 50 percent of the programme are in place. For the two year MSc nursing programme prospective students, after a successful interview, are required to submit a portfolio that will demonstrate 750 hours of learning experiences that have been undertaken and how their first degree and practice experiences have prepared them for the MSc nursing programme. RPL claims are reviewed by an external examiner prior to being awarded at a board of examiners.

- 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. For nurses with current registration with the NMC, CCCU regulations permit RPL that may be more than 50 percent of the programme providing that the Standards of proficiency for registered nurses and programme outcomes are demonstrated.

- 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. Programme documentation confirms that the candidate's capability to develop numeracy skills and literacy are assessed as part of the admission process. Group and individual face to face interviews reflect an ability to communicate effectively. Applicants with English as a second language must demonstrate the international English language testing system (IELTS) with an overall score of at least 7 to meet NMC requirements.

Numeracy skills are developed during the programme. Students have access to a numeracy package that is accessed through the virtual learning environment (VLE) where they can formatively develop and assess their numeracy skills.

Students will actively engage with digital technologies throughout their programme and have access to CCCU support to undertake self-assessment and develop

their technological literacy skills. The PLPAD and ongoing achievement record (OAR) support the development and achievement of outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Students are summatively assessed in medicines management in years two and three of the programme using the PLPAD.

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.

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

MET NOT MET

We are told by the programme team that students studying the pre-registration nursing programme (NMC, 2010) will transfer to year two or three of the new programme (NMC, 2018).

The pre-registration nursing programme (NMC, 2010) has been mapped to the Standards for pre-registration nursing programmes (NMC, 2018) and Standards of proficiency for registered nurses to ensure that the required outcomes and proficiencies are met. Any gaps in learning will have a remedial action plan implemented to facilitate the transfer.

We found that students have limited understanding about this transfer. There is no evidence of information provided to students about the new pre-registration nursing programme or the new roles to support them which meet the Standards for student supervision and assessment (NMC, 2018). There is an absence of robust processes to ensure students agreement to this transfer. (Condition three)

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

MET NOT MET

Documentary evidence confirms registered nurses will be transferred to the proposed programme following a successful RPL claim that may be more than 50

percent of the programme providing that the Standards of proficiency for registered nurses and programme outcomes are demonstrated.

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

YES NO

We found that students have limited understanding about their transfer to year two or three of the new programme (NMC, 2018).

There is no evidence of information provided to students about the new pre-registration nursing programme or the new roles to support them which meet the Standards for student supervision and assessment (NMC, 2018). There is an absence of robust processes to ensure students' agreement to this transfer. (Condition three)

Condition three: Arrangements which allow existing students to transfer to the new pre-registration nursing programme must be detailed and demonstrate the Competitions and Market Authority (CMA) requirement. (Standards framework for nursing and midwifery education R3.2)

Outcome

Is the standard met? MET NOT MET

We found that students have limited understanding about their transfer to year two or three of the new programme (NMC, 2018).

There is no evidence of information provided to students about the new pre-registration nursing programme or the new roles to support them which meet the Standards for student supervision and assessment (NMC, 2018). There is an absence of robust processes to ensure students agreement to this transfer. (Condition three)

Condition three: Arrangements which allow existing students to transfer to the new pre-registration nursing programme must be detailed and demonstrate the Competitions and Market Authority (CMA) requirement. (Standards framework for nursing and midwifery education R3.2)

Date: 13 March 2019

Post event review

Identify how the condition(s) is met:

Condition three:

CCCU has contacted all pre-registration nursing (adult, child and mental health) students in September 2017 and September 2018 cohorts via email and letter providing comprehensive detail about the transfer arrangements to the new pre-registration nursing programme from September 2019. Cohort meetings are to be arranged during May 2019 to discuss any students' questions. Advice had been

taken from the university solicitor. This detailed information demonstrates the CMA requirement.

Condition three is now met. Assurance is provided that the Standards framework for nursing and midwifery education R3.2 is met.

Evidence:

- CCCU response to conditions, 16 April 2019
- Letter to pre-registration nursing (adult) students (cohort September 2017 and 2018) about transfer to new programme, 9 April 2019
- Letter to pre-registration nursing (child) students (cohort September 2017 and 2018) about transfer to new programme, 3 April 2019
- Letter to pre-registration nursing (mental health) (cohort September 2017 and 2018) students about transfer to new programme, 8 April 2019

Date condition(s) met: 16 April 2019

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

Condition three is met. Assurance is provided that the Standards framework for nursing and midwifery education R3.2 is met.

Standard 2: Curriculum

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

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

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

R2.3 ensure that 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 for education and training (R2.1)

YES NO

R2.1 is not met. We found services users to be enthusiastic and committed to be involved in the proposed pre-registration nursing programme. They welcome any opportunity to provide a service users perspective that would support students learning. We found there is inconsistent engagement in service users across the programme and the fields of nursing practice. The programme team must strengthen the coordination of service user and carer input in all aspects of the programme and across all fields of nursing (Condition two). (Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

- 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. The design of the programme addresses a range of theoretical subject areas including: nursing skills and knowledge; communication; professional issues; anatomy and physiology; pharmacology: and, health and health promotion which are applied to the needs of service users across all four fields of nursing practice. Simulated practice provides additional learning opportunities for students to engage with people with learning disabilities. Students will experience mental and physical health and learning disabilities practice learning provided by NHS and private, voluntary, and independent PLPs in Kent and Medway. These include acute and community settings, and focus upon mental and physical health in primary, acute and recovery services for children and adolescents, adult, and older people.

- 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. Documentation and the approval process confirm that field specific learning outcomes and content are identified in the module descriptors. The programme structure and design is purposefully organised to enable students to enter one or more specific fields of nursing practice.

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. Documentation and the approval process confirm that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are included in the programme. For example, pharmacology is covered in the science content throughout the modules and will be assessed using the PLPAD. A drug calculation test will be completed via the online VLE prior to the students' first practice learning experience. Students will be introduced to aspects of the law and consent during the foundations for nursing module and they will attend an interprofessional safeguarding day in year one of the programme.

- 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. Documentation and the approval process confirm that the programme structure demonstrates an equal balance of theory and practice learning that meet NMC requirements. This is detailed in the designated hours in the module descriptors and practice learning experience allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors. The theory and practice balance is detailed in each part of the programme.

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**

The programme is delivered in England.

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

The proposed programme leads to registration in one field of nursing practice.

- 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**

The proposed programme leads to registration as a nurse.

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

We found service users are enthusiastic and committed to be involved in the proposed pre-registration nursing programme. They welcome any opportunity to provide a service users perspective that would support students' learning. We found there is inconsistent engagement in service users across the programme and the fields of nursing practice. The programme team must strengthen the coordination of service user and carer input in all aspects of the programme and across all fields of nursing (Condition one). (Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

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**

We found service users are enthusiastic and committed to be involved in the proposed pre-registration nursing programme. They welcome any opportunity to provide a service user's perspective that would support students' learning. We found there is inconsistent engagement in service users across the programme and the fields of nursing practice. The programme team must strengthen the coordination of service user and carer input in all aspects of the programme and across all fields of nursing (Condition one). (Standards framework for nursing and

midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

Condition one: Provide a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme. This must reflect their involvement across all fields of nursing practice.

(Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing programmes R2.1)

Date: 27 February 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The AEI has provided a strategy and implementation plan for service user and carer involvement in the development, delivery, evaluation and co-production of the programme that reflect their involvement across all fields of nursing practice.

Condition one is now met. Assurance is provided the Standards framework for nursing and midwifery education R1.12 and the Standards for pre-registration nursing programmes R2.1 are met.

Evidence:

- CCCU response to conditions, 16 April 2019
- Strategy and implementation plan for service user engagement in pre-registration nursing programmes, 8 April 2019
- CCCU programme specification MSc nursing (adult) and MSc nursing (mental health), revised April 2019
- CCCU programme specification BSc (Hons) nursing (adult), revised April 2019
- CCCU programme specification BSc (Hons) nursing (child), revised April 2019
- CCCU programme specification BSc (Hons) nursing (mental health), revised April 2019

Date condition(s) met: 16 April 2019

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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. Documentary evidence and the approval visit provide assurance that CCCU, in partnership with PLPs, has robust processes in place to ensure students

deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for registered nurses.

These practice learning experiences include care in a variety of settings both in hospitals and in the community where they will meet service users in times of acute illness, those living with long term conditions as well as mental health conditions. There will be opportunities to meet the standards of proficiency within acute, recovery and specialist services (in-patient and community) working with a variety of the service users, including child and adolescent, adult, older persons and people with learning disabilities.

Students will engage in simulated practice and simulated learning that will further assist the physical and mental health skills development across relevant age groups. Students we met told us that practice learning experiences are valuable, well organised and diverse.

- 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 findings at the approval visit confirm that students will experience a variety of practice learning experiences. PLPs confirm practice learning experiences reflect support for service users and their families as they transfer from child to adult healthcare services. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages.

- 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 and findings at the approval visit confirm that partnership working between the AEI and PLPs will ensure practice learning opportunities are provided that 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, and children's nursing. These skills will be developed with diverse groups of service users. The PLPAD will be used to guide the student through their skills development. The teaching team told us that simulation-based learning will also be utilised proportionately and effectively to build a student's communication and relationship management skills.

- 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. Documentary evidence details modules will be delivered using a problem-based learning approach incorporating blended learning. Blended learning involves providing the student with learning resources to use at any time outside of the classroom, for example; narrated power points, podcasts, online books and articles and short tests and quizzes. CCCU's library provides access to an extensive range of books, journals and "e-learning" materials and students have their own email account and access to CCCU's VLE containing a wide range of accessible learning resources. An online formative self-assessment tool is available to develop students' health numeracy skills which provides unlimited opportunities to test their drug calculation competencies prior to the summative numeracy assessment in practice.

Students are able to participate in medium and low level fidelity simulation-based learning to support learning and assessment of both theory and practice.

During practice learning students are exposed to technology including Telehealth and Telecare in the management of long-term conditions, and hand-held devices to access and record service user records.

- 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 and findings at the approval visit confirm that comprehensive processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning experiences, including making reasonable adjustments for disabilities. We found the school is committed to supporting students with additional needs in the university and practice learning environment. There are school guidelines on the VLE for staff and for the support of students requiring reasonable adjustment during practice learning. The teaching team confirm students who require reasonable adjustments are provided with a practice learning support plan.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

There were issues raised in a CQC quality review at the Isle of Wight NHS Trust in 2018. The AEI, in partnership with the associated PLP, implemented action plans to manage risks which have a potential impact upon students' practice learning. These action plans are still in place and any risks to students' learning are being robustly managed and monitored.

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: 13 March 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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 not met. Documentary evidence and findings at the approval visit confirm that CCCU and PLPs have developed and agreed guidelines about the new roles of practice assessor, practice supervisor and academic assessor. The faculty resource works with PLPs to support the implementation of the PLPAD. Roles and responsibilities for practice supervisors, assessors and academic assessors are outlined in the PLPAD. We found that there is no evidence of either a plan or timeline to prepare practice supervisors and assessors for their role, which must be addressed prior to the programme commencing. (Condition two)

- 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 not met. CCCU, in partnership with PLPs, has a framework in place in the PLPAD which reinforces the Standards for student supervision and assessment to support learning in practice across the Kent and Medway region. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are made clear within the PLPAD. We found that there is no evidence of either a plan or timeline to prepare practice supervisors and assessors for their role. This must be addressed prior to the programme commencing. (Condition two)

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. Documentary evidence demonstrates processes are in place that provide formative and summative feedback to students for practice and theory learning throughout the programme to support their development. CCCU teaching teams and PLPs told us that students are given feedback from practice supervisors and practice assessors throughout their practice learning experiences. During each practice learning experience students will receive written feedback in their PLPAD at both the midpoint and the end of a practice learning allocation. The PLPAD allows for action planning and reflection to support students' development. Students told us that feedback provided by academic staff and PLPs is timely and valued.

The approval panel recommend that more effective ways of engaging service users' feedback to students in the practice learning setting are considered. (Recommendation five) (Standards for pre-registration nursing programmes R4.4 and Standards framework for nursing and midwifery education R5.14)

- 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. Documentation and findings at the approval visit confirm that comprehensive mapping documents evidence that students will meet the Standards of proficiency for registered nurses for their field of nursing practice.

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

We found that there is no evidence of either a plan or timeline to prepare practice supervisors and assessors for their role. This must be addressed prior to the programme commencing. (Condition two)

Condition two: Provide a detailed strategy and implementation plan, including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme.

(Standards framework for nursing and midwifery education R2.4, R4.1; Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2; Standards for pre-registration nursing programmes, R4.1 and R4.2)

The teaching team and PLPs are requested to explore more effective ways of engaging service users' feedback to students in the practice learning setting. (Recommendation five)

Recommendation five: Explore more effective ways of engaging service users' feedback in the practice learning environment. (Standards for pre-registration nursing programmes R4.4; Standards framework for nursing and midwifery education R5.14)

Date: 13 March 2019

Post event review

Identify how the condition(s) is met:

Condition two:

The AEI, in partnership with PLPs, has submitted a detailed strategy and implementation plan, with timelines, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme.

Condition two is now met. Assurance is provided that the Standards framework for nursing and midwifery education R2.4, R4.1, the Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2, R10.2 and the Standards for pre-registration nursing programmes R4.2 are met.

Evidence:

- CCCU response to conditions, 16 April 2019
- Strategy and implementation plan including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme, April 2019

Date condition(s) met: 16 April 2019

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

Condition two is met. Assurance is provided that the Standards framework for nursing and midwifery education R2.4, R4.1, the Standards for student supervision

and assessment R5.1, R5.2, R8.1, R8.2, R10.2 and the Standards for pre-registration nursing programmes R4.1, R4.2 are met.

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

YES NO

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

YES NO

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES NO N/A

There is no fall back exit award. Documentation clearly confirms there are only two exit awards with registration as a nurse: the BSc (Hons) nursing (adult, child, mental health) and MSc nursing (adult, mental health). NMC standards and proficiencies are met within these awards.

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

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 13 March 2019		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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 standards of proficiency	<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</i> (NMC, 2018)	<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</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Post event to documentation to support conditions are met:</p> <ul style="list-style-type: none"> • CCCU response to conditions, 16 April 2019 • Letter to pre-registration nursing (adult) students (cohort September 2017 and 2018) about transfer to new programme, 9 April 2019 • Letter to pre-registration nursing (child) students (cohort September 2017 and 2018) about transfer to new programme, 3 April 2019 • Letter to pre-registration nursing (mental health) (cohort September 2017 and 2018) students about transfer to new programme, 8 April 2019 • Strategy and implementation plan for service user engagement in pre-registration nursing programmes, 8 April 2019 • Strategy and implementation plan including timeline, for the preparation of practice supervisors, practice assessors and academic assessors for their role in supporting students on the pre-registration nursing programme, April 2019 • CCCU programme specification MSc nursing (adult) and MSc nursing (mental health), revised April 2019 • CCCU programme specification BSc (Hons) nursing (adult), revised April 2019 • CCCU programme specification BSc (Hons) nursing (child), revised April 2019 • CCCU programme specification BSc (Hons) nursing (mental health), revised April 2019 		

<ul style="list-style-type: none"> • CCCU, school of nursing, midwifery and social work student programme BSc (Hons) nursing (adult) handbook 2019/20, undated • CCCU, school of nursing, midwifery and social work student programme BSc (Hons) nursing (child) handbook 2019/20, undated • CCCU, school of nursing, midwifery and social work student programme BSc (Hons) nursing (mental health) handbook 2019/20, undated
If you stated no above, please provide the reason and mitigation:
Additional comments:

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

	YES	NO
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"/>
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: 2 x year one adult nursing 3x year three adult nursing 1x year one children nursing 1x year three children nursing 4x year one mental health nursing 5 x year two mental health nursing 2 x year three mental health nursing		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		

Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
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: This is an established AEI. A visit to facilities was not required for this approval visit.		
Additional comments:		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied

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Issue record

Interim Report

Author:	Kevin Gormley	Date:	
Checked by:	Judith Porch	Date:	

Final Report

Author:	Kevin Gormley	Date:	16 April 2019
Checked by:	Judith Porch	Date:	20 May 2019
Approved by:	Andrea Bacon	Date:	22 May 2019
Submitted by:	Amy Young	Date:	22 May 2019