Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Keele University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Mid Cheshire Hospitals NHS Trust
	North Staffordshire Combined Healthcare NHS Trust
	Midlands Partnership Foundation NHS Trust in 2018
	University Hospitals of North Midlands NHS Trust (previously University Hospital of North Staffordshire NHS Trust)
	Private, voluntary and independent health care providers

Programmes reviewed: (*Tick all that apply*)	*Pre-registration nurse qualification leading to*	
	Registered Nurse – Adult	☒
	Registered Nurse – Child	☒
	Registered Nurse - Learning Disabilities	☒
	Registered Nurse - Mental Health	☒
	Nursing Degree Apprenticeship (NDA) route	
	NDA Adult	☒
	NDA Child	☐
	NDA Learning Disabilities	☐
	NDA Mental Health	☐

Title of programme(s):	BSc (Hons) Nursing: Adult
	BSc (Hons) Nursing: Mental Health
	BSc (Hons) Nursing: Learning Disabilities
	BSc (Hons) Nursing: Child
	BSc (Hons) Nursing: Adult

Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Child	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	7 June 2019
Programme start date: RN – Adult	23 September 2019

RN – Child	23 September 2019	
RN - Learning Disabilities	23 September 2019	
RN - Mental Health	23 September 2019	
NDA Adult	23 September 2019	
NDA Child	N/A	
NDA Learning Disabilities	N/A	
NDA Mental Health	N/A	
QA visitor(s):	Registrant Visitor: Isobel Ryder Lay Visitor: Ruth Jones	

Summary of review and findings
The Keele University (KU) school of nursing and midwifery clinical education has presented programme documentation for the approval of pre-registration nursing programme in adult, child, mental health and learning disability fields of nursing practice. The following awards are included for approval: a three-year full-time BSc (Hons) nursing in adult, child, learning disability and mental health fields of nursing practice. In addition, approval for a three-year full-time BSc (Hons) nursing in adult nursing practice (nurse degree apprenticeship (NDA) route), in partnership with Mid-Cheshire NHS Foundation Trust is sought.
KU is an established approved education institution (AEI) of NMC programmes.
The partnership with practice learning partners (PLPs) is robust and led to the agreement to have an adapted version of the Pan London practice assessment document (PLPAD); the Midlands, Yorkshire and East of England Practice Assessment Document (MYE PAD). To support the implementation of the MYE PAD there is a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors and there is evidence of effective communication networks between KU and PLPs.
Documentary evidence demonstrates the AEI in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process.
There is evidence the AEI is committed to robust and effective partnership working with all stakeholders including; students, service users and carers (SUCs), employers and PLPs in the development, delivery and evaluation of the programme at a strategic and operational level.
The Standards for student supervision and assessment, (SSSA), NMC, 2018) are mapped at programme level.
The Standards framework for nursing and midwifery education (SFNME), (NMC 2018) is not met at programme level.
The programme is recommended to the NMC for approval subject to four conditions. One recommendation is made.
25 July 2019
Evidence was provided to meet the four conditions. The conditions and related standards and requirements are now met. The SFNME is met at programme level.
The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one. To include in the programme documentation details of how applicant capability for digital and technology literacy on entry to the programme is determined. (Standards for pre-registration nursing programmes (SPNP) 1.1.7) Condition two. To provide the approved school admission policy and university recognition of prior learning (RPL) policy. (SFNME 2.1) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition three. To explicitly state there is no compensation in assessments across theory and practice learning in student facing documentation. (SFNME R5.16) **Education governance: management and quality assurance:** Condition four. Upload the nurse degree apprenticeship programme documentation (including student handbook and programme specification form) to the NMC QA hub. (SFNME 2.1)
Date condition(s) to be met:	8 July 2019
Recommendations to enhance the programme delivery:	Consider providing clarity to the current first year registered nurse students around arrangements to transfer to the new NMC programme standards. (SFNME 2.1)

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

MOTT
MACDONALD

Focused areas for future monitoring:	Implementation of the SSSA within the Future nurse pre-registration nursing programme. (Standards for pre-registration nursing programme R2.2)

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

KU provided programme documentation to detail how applicant capability for digital and technology literacy on entrance to the programme is determined and will be developed. Condition one is now met. (Standards for pre-registration nursing programmes (SPNP) R1.1.7)

KU have provided the approved School admission policy and University RPL policy. Condition two is now met. (SFNME R2.1)

KU have provided student facing documentation (Programme specification form and Programme handbooks) which explicitly state there is no compensation in assessments across theory and practice learning. Condition three is now met. (SFNME R5.16)

KU have provided programme documentation in relation to the nurse degree apprenticeship programme (including student handbook and programme specification form). Condition four is now met. (SFNME R2.1)

The Standards framework for nursing and midwifery education is now met.

The Standards for pre-registration nursing programmes are now met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	25 July 2019

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 that the AEI is committed to robust partnership working with all stakeholders including; students, service users and carers (SUCs), PLPs and employers in the development, delivery and evaluation of the programme at a strategic and operational level. There is evidence of co-production in the design, development, planned delivery and evaluation of the programme. PLPs, SUCs and students are identifiable stakeholders. PLPs present at the approval visit told us they have been involved in the development of the new programme and some of their feedback has been included in the programme.

The AEI in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. These opportunities are monitored and routinely evaluated. 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. Quality enhancement processes ensure that

evaluation and feedback is robust, recorded, and addresses issues that are raised. We found effective communication strategies in place aimed at ensuring consistency and comparability within practice learning environments.

There is good evidence in documentation that stakeholders contribute to the design and delivery of the programme and this was confirmed by stakeholders at the event (PLPs, students, SUCs). AEI staff have actively involved stakeholders in the design and development of the programme. Interprofessional learning is a core component of the programme's delivery in both theory and practice learning. Practice Learning Partners and other stakeholders speak very positively of their partnership working with the AEI, citing collaborative working to prepare PLP staff to be practice supervisors and practice assessors.

We met SUCs who said that they felt their contribution is valued by the School and students. They report that there are ongoing plans to continue to consult and engage with them, in student recruitment and selection, programme delivery and student assessment and feedback.

Students have opportunities throughout the programme to collaborate and learn with and from academic staff, other professionals, service users and peers. They have been consulted on the development of the new programme and feel that their views have been listened to. Student evaluation of theory and practice elements of the programme is clearly evidenced in programme documentation and students are able to explain how their views are sought and the mechanism for feedback after evaluation. Mechanisms are in place within theory and practice learning to enable stakeholders to provide robust, timely feedback to students, which promotes their reflective learning.

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

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

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M M
MOTT MACDONALD

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** ☒

Proficiency in numeracy (R1.1.4) and literacy (R1.1.5, R1.1.6) is evident in the selection process and educational entry criteria including the values-based selection process. Documentation shows how literacy, numeracy and values are developed during progression and assessment, within the programme.

R1.1.7 is not met. There is no evidence of a statement on digital literacy in the selection process documents including the website. This must be addressed, condition one.

- 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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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** ☒

R.1.5 is not met. Programme documentation and evidence at the approval visit confirms that up to a maximum of 50 percent of RPL can be accredited. The draft Keele RPL policy permits 180 credits RPL so no exemption to the university regulations is needed. The approved version of the Keele RPL policy is required. (Condition two)

- 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 not met. The draft Keele RPL policy has a maximum of 180 credits RPL policy in place and the draft school admission policy states that NMC registered nurses RPL is capable of being mapped to the standards of proficiency for registered nurses and may be more than 50 percent of the programme. The approved policy is required. (Condition two)

- 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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M M
MOTT
MACDONALD

R1.7 is met. We found numeracy, literacy, digital and technological literacy is evident across the curriculum in theory and practice modules and can be mapped against the proficiencies and programme outcomes. Programme documentation confirms that the applicant's capability to develop numeracy skills and literacy are assessed as part of the admission process. Numeracy and literacy skills are developed during the programme. Students have access to formative material through the virtual learning environment (VLE), where they can develop and assess their numeracy skills.

The PAD and ongoing achievement record (OAR) explain to students and practice supervisors how to develop and achieve their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes in practice learning. The PLPAD and 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.

At the approval visit students reported an awareness of support available, both generically and on a one to one basis, including personal tutoring. We heard first hand evidence of support for specific learning disabilities which was reported as positive and helpful.

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** ☐

Documentation reviewed and the programme team confirm that students who are currently in the first and second year of the AEIs existing preregistration nursing programmes have the opportunity to transfer to the undergraduate routes of the proposed programme. The third-year students will remain on the existing programme (2010 standards). All students will transfer to SSSA in September 2019.

The mechanism for transfer from the AEI's existing pre-registration nursing programme to the proposed programme is clear and students indicate involvement in the development. Those students met at the approval event are aware of which year groups this applied to although they wanted more detail about how this will take place, including the "transition week".

Recommendation one: Consider providing clarity to the current first year registered nurse students around arrangements to transfer to the new NMC programme standards. (SFNME 2.1)

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** ☒

The draft Keele RPL policy has a maximum of 180 credits RPL policy in place and the draft school admission policy states that NMC registered nurses RPL is capable of being mapped to the standards of proficiency for registered nurses to greater than 50 percent of the programme. The approved policy is required. (Condition two)

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

YES ☐   **NO** ☒

The draft Keele RPL policy has a maximum of 180 credits RPL policy in place and the draft School admission policy should explain the implications for applicants, including NMC registered nurses. (Condition two)

Outcome

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

There is no evidence of how applicant capability for digital and technology literacy on entry to the programme is determined.

Condition one: To include in the programme documentation details of how applicant capability for digital and technology literacy on entry to the programme is determined. (SPNP 1.1.7)

The draft Keele RPL policy has a maximum of 180 credits RPL policy in place and the draft School admission policy should explain the implications for applicants, including NMC registered nurses. Condition two: To provide the approved school admission policy and university RPL policy. (SFNME 2.1)

Date: 10 June 2019

Post event review

Identify how the condition(s) is met:

KU provided programme documentation to detail how applicant capability for digital and technology literacy on entrance to the programme is determined and will be developed. Condition one is now met. (Standards for pre-registration nursing programmes. ((SPNP) 1.1.7)

Evidence:

Admissions Policy 2019-20 POST APPROVAL_20190704152531.docx

Programme handbook BSc Nursing 2019 POST APPROVAL_20190704152045.docx

KU have provided the approved School admission policy and University RPL policy. Condition two is now met (SFNME 2.1)

Evidence:

Advanced Standing for BSc Nursing Guidance and Process RPL POST APPROVAL_20190704152319.docx

Programme Specification 2019-20 Entry June 2019 FINAL Post Approval (with hours) 20190704152132.docx

Recognition of Prior Learning (RPL) Policy June 2019_20190704102218.pdf

---

Date condition(s) met: 25 July 2019

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

Condition one and two are now met.

The SPNP 1.1.7 is now met.

The SFNME 2.1 is now met.

Standard 2: Curriculum

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

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

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

YES ☐   **NO** ☒

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

R2.1 is not met. There is no explicit statement to confirm compensation in assessments across theory and practice learning is not permitted in student facing documentation. (Condition three)

No student facing documentation specific to the Registered nurse (adult) NDA (student handbook and programme specification form) is evident, although the AEI confirmed that the apprentice students would be taught alongside direct entry students.

Condition four: Provide the nurse degree apprenticeship programme documentation (including student handbook and programme specification form).

- 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. Documentary evidence of the curriculum shows that there is an even split between theory and practice and this was confirmed by programme team students and PLPs. The programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. Students have generic, shared modules for learning across fields and field specific learning. They also have field specific placements in a hub and spoke model and placements outside of their field to enable caring for those with diverse needs through the life course. Documentation indicates curriculum input from academic staff, practitioner and SUCs.

The documentary evidence demonstrates the programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. The programme specifications and module descriptors provide clear evidence the programmes enable students to enter the NMC register in a single field of nursing practice. The design and delivery of all nursing routes evidences the specific fields of nursing practice. Field specific mapping has been robustly undertaken which is evident within the programme

specifications and module descriptors for all pre-registration nursing routes in theory and practice.

- 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. Students will enter the register in one field of practice. Cross field teaching via shared modules reinforces the integration of physical and mental health. Field specific placements in a hub and spoke model and placements outside of their field to enable caring for those with diverse needs through the life course.

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 confirms that extensive mapping has been done in the programme design to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are included in the programme. External advisors from each field of nursing are involved in the curriculum development process with a focus on ensuring the currency of the programme content. This is evident within the programme specifications and module descriptors for all pre-registration nursing fields and routes and in the MYEPAD document which provides mapping of the Standards of proficiency for registered nurses (2018).

- 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. Documentary analysis of programme planners and programme documentation confirms there is an equal balance of theory and practice learning throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are also present in the documentation and students confirm this. The programme and module aims are mapped to the Standards for pre-registration nursing programmes (NMC, 2018).

There is a shared practice allocation model in place, which ensures that students have access to a range of risk-assessed practice learning opportunities which take into account the usual hours associated with the nature of delivery of nursing care. The programme and practice planners clearly detail and confirm the designated hours needed to meet NMC requirements.

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** ☒

Not applicable as the programme is taught 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** ☒

Not applicable - these courses lead to single field registration.

- 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** ☒

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Not applicable - these courses lead to registration solely with the NMC.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to curricula are met   **YES** ☐   **NO** ☒

There is no explicit statement to confirm compensation in assessments across theory and practice learning is not permitted in student facing documentation. (Condition three)

No student facing documentation for the Registered nurse (adult) NDA programme (student handbook and programme specification form) has been provided. (Condition four)

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** ☒

There is no explicit statement to confirm compensation in assessments across theory and practice learning is not permitted in student facing documentation.

Condition three: To explicitly state there is no compensation in assessments across theory and practice learning in student facing documentation. (SFNME R5.16)

No student facing documentation specific to the Registered nurse (adult) NDA programme (student handbook and programme specification form) is evident, although the AEI confirmed that the apprentice students would be taught alongside direct entry students.

Condition four: Provide the nurse degree apprenticeship programme documentation (including student handbook and programme specification form). (SFNME R2.1)

Date: 7 June 2019

Post event review

Identify how the condition(s) is met:

KU have provided student facing documentation (programme specification form and programme handbooks) which explicitly states there is no compensation in assessments across theory and practice learning. Condition three is now met. (SFNME R5.16)

Evidence:

Programme Specification 2019-20 Entry June 2019 FINAL Post Approval (with hours)_20190704152132.docx

Programme handbook BSc Nursing 2019 POST APPROVAL_20190704152045.docx

KU have provided programme documentation in relation to the nurse degree apprenticeship programme (including student handbook and programme specification form). Condition four is now met. (SFNME R2.1)

Evidence:

Programme Specification 2019-20 Entry June 2019 FINAL Post Approval (with hours)_20190704152132.docx

Programme handbook BSc Nursing 2019 POST APPROVAL_20190704152045.docx

Date condition(s) met: 25 July 2019	

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

Condition three and four are now met.

The SFNME R2.1, R5.16 are 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. The AEI, in partnership with PLPs, has robust processes in place to ensure students will 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. This includes making sure students are exposed to a variety of appropriate practice learning environments.

- 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. The AEI, in partnership with PLPs, has robust processes in place to ensure students will experience a variety of practice learning experiences to meet the holistic needs of people in all ages. Student placement learning experiences are evaluated by students. These evaluations are discussed by the AEI in partnership with the PLP. There is a service user feedback form in MYEPAD documents that students can use to gather service user views on their care.

Students and PLPs confirm the practice learning experiences offer opportunities to meet the holistic needs of people in all ages. Students confirm they have opportunities to evaluate their practice learning experiences and the programme team are responsive to any identified issues.

- 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 (2018), within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing. Communication and relationship management skills are tested for all fields of nursing practice through the PAD. SUC can give feedback to students through the PAD on communication and relationship management skills.

The programme team confirm the proposed programme for approval has a greater emphasis on the development of these skills and nursing procedures.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Programme documentation and findings at the approval visit demonstrate that technology-based teaching, learning and assessment, including simulation are used to support learning. Simulation-based learning will also be utilised to build a student's skills in a safe environment and is mapped to EU directive 2005/36/EU, annexe V2. Students are able to participate in medium and low-level fidelity simulation-based learning to support learning and assessment of both theory and practice. There is a simulation lead at Keele as evidenced by a role descriptor. Technology also plays a part in practice evaluation via an electronic platform used to support student assessment of proficiency and student practice evaluations (PARE).

Technology enhanced learning is largely supported through the use of a virtual learning environment, used and centrally supported by the university to support and strengthen learning and teaching. Students report that they have good support using technology enhanced learning.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence and assurance at the approval visit confirms robust processes are in place to ensure individual student needs are taken into account when allocating practice learning and supporting learners in practice. This includes making reasonable adjustments where needed.

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.

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: 7 June 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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. The AEI in partnership with PLPs has robust processes in place to monitor the support, supervision, learning and assessment available and that it complies with the NMC Standards framework for nursing and midwifery education. This includes support in theory and practice learning environments for students' health and wellbeing, the provision of IT support, enabling services, and library services. All students have support from a personal academic tutor.

There is a placement learning charter used throughout the region to ensure equitable support in practice learning environments.

Documentation and findings at the approval visit confirm the AEI and PLPs have developed and agreed guidelines which articulate how the new roles of practice

![Nursing & Midwifery Council logo]

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

assessor, practice supervisor and academic assessor will be implemented. These include how individuals in these roles will be prepared and developed.

PLPs confirm the adoption of processes comply with the NMC Standards framework for nursing and midwifery education. This includes the preparation of PLP staff to adopt the new practice supervisor and practice assessor roles. We were told that current mentors have been prepared for these roles through a series of preparation events.

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

MET ☒   **NOT MET** ☐

R4.2 is met. Documentation and findings at the approval visit confirm the AEI and PLPs have developed and agreed guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be identified and prepared.

The AEI, in partnership with all associated PLPs, has a process in place, which robustly guides the preparation of practice supervisors, practice assessors and academic assessors. This process reinforces the key principles agreed locally in relation to supporting learning in practice across the region. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are made explicit within the MYEPAD.

At the approval visit, the roles were discussed and all PLP representatives have a clear understanding of the role requirements to meet the Standards for student supervision and assessment (NMC, 2018). The AEI and PLP's confirm that mentors will take on the practice assessor or practice supervisor roles and the programme management team will identify the academic staff who will take on the role of academic assessor. To ensure equitable support in practice, a placement learning charter is used throughout the region. This is available to students, PLPs and academic staff. We met PLPs who confirm preparation for the roles of practice supervisor and practice assessor has started through a series of preparation events. These events include online and face-to-face approaches.

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

- 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. The AEI, in partnership with PLPs, has an education strategy in place, which underpins the learning and teaching activities detailed in the programme documentation. There is a curriculum assessment strategy, which ensures students build, and gain feedback on, key skills throughout the programme. There are a range of diverse assessment methods utilised that include presentations, assignments, exams and objective structured clinical exams. All theoretical modules have formative as well as summative feedback opportunities stated within the module profiles.

In practice settings, students will have formative and summative assessment outcomes recorded within their PAD. The programme team and service users and carers told us service users are involved in the assessment process in both theory and practice. It is a requirement within the PAD that service user and carer feedback is sought as part of the assessment process. The range of assessment strategies are appropriate for each part of the programme in both theory and practice.

- 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. There is evidence of comprehensive mapping to ensure that students meet the Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice. Students are assessed in practice learning environments to ensure they achieve these proficiencies which are clearly identified within the PAD. All modules within the programme are compulsory, there is no compensation applied within the module assessments, which ensures NMC Standards of proficiency for registered nurses, and programme outcomes for the field of nursing practice must be achieved.

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** ☐
Date: 10 June 2019		

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** ☒

Fall back awards do not lead to registration with the NMC.

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

YES ☒   **NO** ☐

Outcome

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

Date: 10 June 2019

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐

Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

Keele University adult nursing entry criteria, 2019

Admissions policy, 2018

Example of Admissions Personal Statement Screening, 2018-19

Recruitment Selection & Admissions Policy for Pre-registration Nursing and Midwifery programmes, 2018-19

School of Nursing and Midwifery Candidate Assessment Form, undated

Policy on the Use of Disclosure and Barring Service (DBS) checks - Staff and Volunteers, undated

Managing Health and Professional Behaviour Policy, undated

Example - The Annual Declaration of Good Health and Character Database, undated

Admissions occupational health flow chart, undated

Disclosure Barring Service (DBS) Guidance Notes for Applicants and Students in the School of Nursing and Midwifery, undated

Programme Specification: Undergraduate For students starting in Academic Year 2019-2020

Regulation B5: Fitness to Practise web page, 2019

Service user and carer engagement in health and social care: A toolkit for education research and development, undated

Letter confirming approved signatory for supporting health and character declarations, undated

Procedure for APL for admission onto BSc (Hons) Nursing Programme with Advanced Standing, undated

Students transitioning or transferring in to Keele University to undertake level 5 study. Information for Applicants, undated

School Handbook 2019/20 (All students)

Policy on the Accreditation of Prior Learning, 2016

Standard 1.7 Mapping of BSc Modules to Numeracy, literacy, digital and technological literacy mapped against Proficiency standards and programme outcomes, undated

School of Nursing and Midwifery Education Framework Programme Mapping Evidence for Gateway 3 Curriculum, undated

Procedure for Managing Student, Supervisor and Assessor Concern in Placement, undated

HUB Placement Information Review & Audit (PIRA), November 2018

Examples of minutes of BSC nursing re-validation steering group, Thursday 18 October 2018

Keele University Directorate of Student and Academic Services Quality Assurance Office. Module proposal summary, 30 March 2019

Serious Placement Issues Policy (SPIP), 2018

Supervision and assessment of students in practice partnership agreed procedure, undated

Staff Profiles February 2019 for Gateway 3 - BSc (Hons) Nursing/MSc Nursing/FdSc NA

School of Nursing and Midwifery BSc (Hons) Nursing steering group terms of reference, undated

BSc Future Nurse Mapping document, 2019

BSc (Hons) Nursing Curriculum Development Group, 11 February 2019

Curriculum 2019 draft structure, undated

BSc Future Nurse Draft Weekly Planner 2019

Keele University and Clinical Partners Remodelling of Practice Learning Group Terms of Reference May 2018

Example placement plan

GW3: 2.3 Programme Learning Outcomes mapped to NMC Platforms (NMC92018) and Fields of Nursing: Adult, Child, Learning Disability, Mental Health, undated

EU Directive for Adult Nurses: Mapping against C2019 BSc (Hons) Nursing: Modules, undated

School of Nursing and Midwifery Future Nurse Standards of Proficiency for Registered Nurses Mapping Documents, 2019

Nursing Practice Assessment Document PAD) Guide to using the PAD, 2019

NMC SSSA (2019) and HEE Quality Standards (2017) Proposed Adapted Student Placement Evaluation Questions 2019:

Future Nurse Curriculum Simulation and Clinical Skills Plan, 2019

Academic Lead for Simulation and Clinical Skills. Role description, 2018

Simulation Report (Academic Year 17/18)

Screenshots of PARE (practice assessment record and evaluation) web page, undated

Online simulation workbook, undated

Practice supervisor and practice assessor handbooks 2019

Support and Monitoring Tool for Personal Tutors, undated

Student Practice Hours Guidance, undated

Example practice hours, 2019

School of Nursing and Midwifery Supernumerary Status Breach Report, undated

Two-day face to face workshop: Practice assessor, undated

BSc (Hons) Nursing: Assessments – Support and Feedback on Draft Work, 2018

Subject and final examination board, Wednesday 12 September 2018

Guidance for moderation of Student Results, undated

Draft assessment schedule BSc (hons) nursing curriculum, 2019

EU Directive for Adult Nurses: Mapping against C2019 BSc (Hons) Nursing: Modules, 2019

Draft University RPL policy, 2019

Draft School admissions policy, 2019

Lead staff CVs, received 2019

Keele Self-assessment review, 2018

Post event documents to support conditions are met:

Admissions Policy 2019-20 POST APPROVAL_20190704152531.docx

Advanced Standing for BSc Nursing Guidance and Process RPL POST APPROVAL_20190704152319.docx

Programme Specification 2019-20 Entry June 2019 FINAL Post Approval (with hours)_20190704152132.docx

Programme handbook BSc Nursing 2019 POST APPROVAL_20190704152045.docx

Recognition of Prior Learning (RPL) Policy June 2019_20190704102218.pdf

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BSc Adult Nursing, 1st year x two BSc Adult Nursing, 2nd year x two BSc Adult Nursing, 3rd year x one BSc Mental Health Nursing, 1st year x one BSc Mental Health Nursing, 3rd year x one BSc Learning Disability Nursing, 1st year x two BSc Learning Disability Nursing, 3rd year x one BSc Child Nursing, 1st year x one BSc Child Nursing, 3rd year x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

![Nursing & Midwifery Council logo]

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: The Keele self-assessment report summarised the CQC reports in the last year (2018). There are no new system regulator reports related to the AEI. This is an established AEI with no requirement to check the facilities.		
Additional comments:		

error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author:	Isobel Ryder	Date:	15 July 2019
Checked by:	Pam Page	Date:	6 August 2019
Approved by:	Leeann Greer	Date:	29 August 2019
Submitted by:	Lucy Percival	Date:	29 August 2019