Programme approval visit report

Section one

Programme provider name:	University of Huddersfield
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Bradford District Care Trust Bradford Teaching Hospital NHS Trust Calderstones Partnership NHS Foundation Trust Calderdale and Huddersfield NHS Trust Leeds Community Health Care NHS Trust Leeds Teaching Hospitals NHS Trust Mid Yorkshire Hospitals NHS Trust Newcastle Upon Tune Hospitals NHS Foundation Trust North Staffordshire Combined Healthcare NHS Trust Nottinghamshire Healthcare NHS Trust Salford Royal NHS Foundation Trust Sheffield Childrens NHS Trust South West Yorkshire Partnership NHS Foundation 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. MSc Nursing (pre-registration)-Adult
	BSc (Hons) Nursing- Mental Health. MSc Nursing (pre-registration)- Mental Health
	BSc (Hons) Nursing- Learning Disabilities. MSc Nursing (pre-registration)- Learning Disabilities
	BSc (Hons) Nursing-Child. MSc Nursing (pre-registration)-Child
	BSc (Hons) Degree Apprenticeship-Registered Nurse: Adult.
	BSc (Hons) Degree Apprenticeship-Registered Nurse: Mental Health.
	BSc (Hons) Degree Apprenticeship-Registered Nurse: Learning Disabilities.
	BSc (Hons) Degree Apprenticeship-Registered Nurse: Child
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:	15 May 2019
Programme start date: RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health NDA Adult NDA Child NDA Learning Disabilities NDA Mental Health	23 September 2019 23 September 2019 23 September 2019 23 September 2019 23 September 2019 23 September 2019 23 September 2019 23 September 2019
QA visitor(s):	Registrant Visitor: Kudzai Mafuba Lay Visitor: Jonathan Fisher

Summary of review and findings
The University of Huddersfield has presented programme documentation for the approval of undergraduate and post graduate pre-registration nursing programmes in adult, child, mental health and learning disabilities fields of nursing practice against the Nursing and Midwifery Council Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), and Future nurse: Standards of proficiency for registered nurses (NMC, 2018).
The following awards are presented for approval: a three-year full-time BSc (Hons) nursing in adult, child, learning disabilities and mental health fields of nursing practice; a two-year MSc nursing in adult, child, learning disabilities and mental health fields of nursing practice. Plus, a BSc (Hons) nursing (degree apprenticeship route) in all four fields on nursing. The nurse degree apprenticeship route (NDA) will be delivered part-time over 42 months and apprentices will be part of the workforce for one day per week for the duration of the programme.
The university has previously been approved to deliver the NDA route although they have been unable to recruit to this route. At the approval visit we were told that there is renewed interest for trainee nurse associates who successfully complete their programme to transfer to the NDA route. The proposed programme reflects a desire by the university and their practice learning partners (PLPs) to increase opportunities for entry to part one of the NMC register. Whilst PLPs present cited nurse degree apprenticeships as high on their organisation's agenda no senior representatives from employers of potential apprentices attended the approval visit to triangulate their commitment to the apprenticeship route. No PLPs indicated that they are actively procuring NDAs and confirmed that they are waiting for further funding information from Health Education England.
The department of nursing and midwifery, and their PLPs and other stakeholders have provided a strong rationale that the proposed programme will develop nurses who will be able to take leadership roles in developing and delivering high quality nursing care and meet the NMC 2018 Future nurse: Standards of proficiency for registered nurses.
The current pre-registration nursing programme is well evaluated by students. The programme team members who participated in the event confirmed the rationale and impetus for the proposed programme with four fields. There are strong links with local NHS trusts and other PLPs. The programme team confirmed that the programme is consistent with university regulations.
The Standards framework for nursing and midwifery education, (SFNME), (NMC, 2018); the Standards for student supervision and assessment, (SSSA), (NMC, 2018); the Standards for pre-registration nursing programmes, (SPRNP), are mapped to the programme and are met at programme level.

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The programme is recommended to the NMC for approval. There are four university conditions. One NMC and three university recommendations are made.

20 July 2019

Evidence is provided to confirm the university conditions have been met. The conditions are met. 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:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: A tidy up and some minor points of clarification and correction in relation to the module specification documents (MSDs) and programme specification documents (PSDs) as identified in the discussion. (AEI condition) Condition two: Include reference in the resource statement that the department has now secured new a building which will be in place by September and simulation centre has been included in the funding. Additional staff will be recruited specifically to co-ordinate and manage any mandatory training elements of the programmes. The department is also seeking to secure funding for student-led activity

	which will work well with new building and simulation centre. (AEI condition)
	Condition three: Ensure any level seven module learning outcomes that refer to independent and autonomous practice have the wording reviewed with the external examiner to ensure there can be no misinterpretation in relation to pre-registration students who are not autonomous. (AEI condition)
	Condition four: Ensure there is at least one distinct programme learning outcome (CLO) for each named award that maps back to the route specific module/s. The team may wish to use the research project modules to develop a distinct CLO for each award. (AEI condition)
Date condition(s) to be met:	14 June 2019
Recommendations to enhance the programme delivery:	Recommendation one
	For AEI senior management to articulate commitment to the growth and sustainability of service user and carer (SUC) engagement in Future Nurse curricula and ensure that a range of approaches are used to engage service users throughout the curriculum process. (SFNME 1.12)
	Recommendation two
	Review staff resource, particularly for the simulations weeks (AEI recommendation).
	Recommendation three
	Programme philosophy: consider referring this to the School Board as an inclusion in the School's Learning and Teaching strategy. Move the philosophy document from the PSD to the rationale (AEI).
	Recommendation four
	School to consider developing a mechanism to support a consistent approach to assessment per credit in terms of a tariff or guide (AEI).
Focused areas for future monitoring:	One: Evaluate the implementation of the standards for student supervision and assessment in relation to the Future nurse curricula.
	Two: Monitor the uptake of nurse degree apprenticeships.

	Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised programme specification documents and module specification documents have been provided. The AEI's registry office confirmed that this condition has been met. Condition one is met.

An updated resource statement signed by acting head of department has been provided which confirm that additional staff will be recruited specifically to co-ordinate and manage any mandatory training elements of the programme. The AEI's registry office confirmed that this condition has been met. Condition two is met.

Updated MSc programme specification document and module specification document have been provided in which references to 'independent and autonomous practice' have been replaced by references to 'inspire students to be autonomous'. The external examiner has confirmed that the revised wording meets the requirements of the condition. The AEI's registry office also confirmed that this condition has been met. Condition three is met.

Revised programme specification documents include at least one distinct programme learning outcome for each named award. In addition, field specific outcomes have been identified in the "nursing knowledge" themed modules in each level. The AEI's registry office confirmed that this condition has been met. Condition four is met.

AEI Observations	**Observations have been made by the education institution** **YES** ☒ **NO** ☐
Summary of observations made, if applicable	The AEI has confirmed the report is accurate.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 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 process demonstrate effective partnership working between the school and all stakeholders. There are robust governance structures and resources to support the design, development, delivery, assessment and evaluation of the programme.

The programme development process demonstrates effective partnership working at all levels between the approved education institution (AEI) and PLPs. There is collaborative working to support effective student learning experiences in both theory and practice. This is facilitated by the director of health partnerships. There are regular practice placement quality committee meetings, and programme committee meetings which include practice partners. These meetings provide a forum for discussing practice supervision and assessment, progression, and concerns of student practice. We found records of meetings demonstrating that PLPs were involved in all aspects of curriculum development.

Practice representatives confirmed that they attend stakeholder curriculum development meetings. Practice representatives also confirm that mentor updates

are consistent across all placement providers and that all stakeholders were involved in the Midlands Yorkshire East practice assessment document (MYEPAD) development. The university of Huddersfield are part of the MYEPAD group which include all their PLPs. Academics from all fields of practice, practitioners, practice managers, librarians, academic skills development staff, and senior academics participated in curriculum development events.

The shared practice placement quality assurance portal holds policies and procedures, including those for escalating concerns, and facilitates educational audit support, monitoring, recording and evaluation of supervision and assessment activity.

There are mechanisms for obtaining student, placement, and service user and carer feedback at all levels of the AEI in partnership with PLPs. Student evaluations of both theory and practice are presented and discussed at the practice placement quality committee meetings which include PLPs. Practitioners share student feedback with academics at practice placement quality committee meetings. Actions on both theory and practice learning feedback are included in the teaching excellence framework (TEF) and national student survey (NSS) action plans.

The programme development process demonstrates partnership working with students. Student representatives are in place and they attend termly school boards. Students confirmed that they have been consulted regarding the programme transfer and the SSSA transfer and have signed consent forms. Second year students have been provided with additional skills within their third year, and these have been mapped to the NMC 2018 Future Nurse standards.

Students appreciated applicant days which demonstrate a student-centred approach. A children's nursing student spoke positively of service user involvement during the interview. Students confirmed that the university has a proactive approach to supporting students who require reasonable adjustments.

There are student feedback and reporting mechanisms which include module, yearly, and end of programme evaluations. Evaluation involves reviewing programme outcomes, stakeholder feedback, and identifies areas of good practice and development. Students report that knowledge gaps identified through the evaluation process are actioned and implemented for current students. The practice assessment documentation includes a form for students to obtain service user feedback of their practice. Service users and practitioners provide students with feedback following presentation of a care pathway case study.

We found that the documentation provided prior to the approval event demonstrated that inter-professional learning is embedded in the current programme and involves pharmacy students, and this will continue in the proposed curriculum. Students confirmed that they were involved in cross field simulated learning. There are four inter-professional learning (IPL) modules which have representatives from all fields of nursing. Students learn alongside pharmacy, podiatrist, physiotherapy, occupational therapy, and midwifery students in IPL sessions.

Records of consultation events and steering group meetings document participation of services users and carers in curriculum development. The public partnership strategy plan outlines plans for services user and carer involvement at all levels of the curriculum. However, the AEI senior management need to articulate more clearly their commitment to the growth and sustainability of SUC engagement in the future nurse curricula and ensure that a range of approaches are used to engage service users throughout the curriculum process, recommendation one: for AEI senior management to articulate commitment to the growth and sustainability of service user and carer (SUC) engagement in Future Nurse curricula and ensure that a range of approaches are used to engage service users throughout the curriculum process (recommendation one). Service users and students confirmed some variation in service user involvement in the student journey and there are plans to recruit additional service users for mental health, learning disabilities, and children's nursing fields to address variation.

Service users and carers confirmed that they are prepared for their roles and that their contribution to course development, open days, student selection and course delivery is valued. They also confirmed that they felt that their contribution during the selection process is valued and that 30 percent of the admission criteria weighting is attributed to service user assessment.

Service user feedback is included in the practice assessment documentation. Mentors, students and service users who attended the programme approval visit confirmed that there is some service user involvement in the implementation of the assessment strategy.

PLPs requested transfer of current first and second year pre-registration nursing students to SSSA and there is a clear commitment to a co-ordinated approach to its implementation. The SSSA implementation plan outline expectations for collaborative discussions of student achievements and progression between academic assessors and practice supervisors/assessors prior to progression points.

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

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)

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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 programme*s (NMC, 2018).

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

    YES ☒   **NO** ☐

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7)*.

    YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

    YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

    YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES ☒   **NO** ☐

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

MET ☒   **NOT MET** ☐

R1.5 is met. The university has a robust recognition of prior learning (RPL) policy and process, which is compliant with NMC standards, and Article 31(3) of Directive 2005/36/EC. Information is provided on the university website and programme documents that RPL applications are assessed by two academics, and externally examined before consideration by the school accreditation validation panel, and the course assessment board. The programme team confirmed that the MSc application for RPL includes reflections which cover the NMC domains. They confirmed at the approval event that MSc students receive advanced standing for 550 hours of theory and 325 hours of practice. We were informed that academic credit gained through the RPL processes is confirmed at the course assessment board.

- 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. The RPL information and flowchart, and the RPL accreditation of prior learning claim form 2018 demonstrate how a qualified nurse can make an RPL claim to be accredited towards an approved NMC pre-registration programme. The University of Huddersfield regulations allow up to 67 percent of the programme. This means that applicants would be required to complete at least one year of the programme.

- 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. The academic skills development team provides on-going support for the development of numeracy, literacy, digital and technological literacy to meet programme outcomes. Module documentation outlines a wide range of opportunities for students to develop in order to meet NMC programme outcomes. NMC proficiencies have been mapped to the MYEPAD and include development of digital and technological skills and numeracy. Resources include online learning resources, quizzes which are on the virtual learning environment, Wiley and Clinical Skills.net. Furthermore, we found that students undertake a number of online assessments, including an online anatomy and physiology examination. We also found that students undertake online medicines calculation tests each year.

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

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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** ☐

The proposals include the transfer of current first year students on the BSc (Hons) nursing (all fields) and MSc nursing (pre-registration) (all fields) to the NMC 2018 future nurse standards curriculum. To facilitate the transfer from year one of the NMC 2010 pre-registration nursing standards curriculum to year two of the NMC 2018 future nurse standards programme, detailed mapping has been undertaken. In addition, all students are transferring to the standards for student supervision and assessment from September 2019. Students confirmed that they have been informed about the arrangements. Second year students confirmed that they have been provided with skills transition in the third year, and this is mapped to the NMC 2018 future nurse standards. Students have been consulted regarding the proposed transfer to the standards for supervision and assessment and they have signed consent forms.

There are currently no NDAs registered at the AEI.

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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 RPL information and flowchart, and the RPL accreditation of prior learning claim form 2018 demonstrate how a qualified nurse can make an RPL claim to be accredited towards an approved NMC pre-registration programme. The University of Huddersfield regulations allow up to 67 percent of the course. This means that applicants would be required to complete at least one year of the course.

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

YES ☒   **NO** ☐

Outcome

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

Date: 15 May 2019

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)   **YES** ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. The proposed student placement journeys proposed simulated learning, placement workbooks, and placement opportunities will offer students a wide range of learning opportunities across a range of settings which cover the lifespan and all conditions. There will be opportunities for students to work with people with a range of physical, mental health and learning disabilities. The use of workbooks while in practice will help students to focus on the specific needs of service user groups and explore the differing needs of people giving them targeted learning opportunities. Students are allocated simulated time to practice and be assessed on skills, such as cannulation, phlebotomy and intravenous drug administration where students may not have these opportunities in practice. The programme team confirmed that four weeks in the undergraduate routes (direct entry and NDA) are allocated at the end of the second placement for students to practice and be assessed in skills they have not yet achieved. Students confirmed that they found these sessions useful and help them to meet programme requirements.

- 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. Module specifications demonstrate that students will meet the requirement for all fields to have experience and knowledge of the lifespan and range of physical, mental health and cognitive care needs, as well as more in-depth knowledge about their intended field of practice. Module specifications also demonstrate that in addition to shared generic content students will need to meet field specific module outcomes which are linked to the NMC future nurse platforms and annexes A and B.

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. The modules for all the proposed routes are themed and comprise of four modules each year or stage: professional themed module; developing nursing knowledge and skills module; research and evidence module; and practice modules. In addition, the module specifications show that all students will learn and understand the application of the law, safeguarding, consent, pharmacology and medicines administration (including optimisation) in their own fields and other fields. Also, specific content has been mapped to the respective modules where this is taught, and medicines management is mapped to practice modules. Modules are themed and progress in complexity from year one to year three or stage one to stage three.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the
programme detailed. (R2.9)   **MET** ☒   **NOT MET** ☐

R2.9 is met. Programme plans provided in gateway three highlight the distribution of theory and practice hours at each stage and at the end of the programme. The module specifications show that all modules have credits attached to them and learning hours are indicated for each module. The module aims, outcomes, and descriptors are explicit and show that a wide range of teaching and learning strategies will be used. Students are required to 'swipe in' to attended lectures and these hours are recorded. We also found that in practice students complete time sheets which are signed by practice supervisors. Administrative staff monitor attendance and alert students and personal academic tutors if students are not attending or at risk of not completing the hours.

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 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** ☒

Programmes lead to registration in a single field of 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** ☒

Programmes 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** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met	**YES** ☒	**NO** ☐

Outcome

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

Date: 15 May 2019

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 list of practice learning opportunities, the proposed student journeys, MYEPAD documentation, and practice workbooks demonstrate that students will meet NMC standards of proficiency for registered nurses at the point of registration. Evidence provided shows that practice learning will take place in a range of settings including acute areas, community, private and voluntary organisations, hospices, prison settings, and clinical commissioning groups. There are processes in place to manage concerns about students who cannot

demonstrate safe and effective practice. The programme team confirmed that placements are mapped to the three-year/stage programme when students commence the programme. We were also told that recruitment onto the programme is limited by placement capacity. We were told that there is a Health Education England funded project to support expansion of placement capacity. They also confirmed that partnership agreements are in place, and that practice education facilitators support placement development through partnership working with the university. We were also told that proficiency mapping with placement areas has been undertaken and a lack of opportunity exists for some fields. In such instances we were told that the AEI directs students to appropriate learning opportunities. We were also told that simulated practice may be undertaken using a combination of live people and manikins for communication, consent, and venepuncture.

- 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 list of practice learning opportunities, the proposed student journeys, MYEPAD documentation, and practice workbooks demonstrate that students will meet NMC requirements to be able to meet the holistic needs of people of all ages at the point of registration. Assessment of proficiencies in practice will be facilitated by the use of the MYEPAD.

There is a transition plan to implement the SSSA. Students have a range of placements where they can experience care of people across the lifespan, and with a range of cognitive, mental health and physical care needs. We were provided with placement experience examples for learning disabilities, children's, mental health and adult fields students. The programme team told us that to ensure all students have an understanding of the care needs of people in the fields, each year/stage there is a cross field conference where each student attend a field specific session for each of the other three fields. However, students who attended the approval event were not able to confirm that this is the case. We were told that simulation is used for learning, teaching and assessment and that it is scaffolded and contextualised over the three years/stages of the course. It was confirmed that simulation weeks are counted as practice hours.

- 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. The communication and relationship management skills and nursing procedures have been mapped to the MYEPAD. In addition, BSc and nurse degree apprenticeship students have opportunities for simulated learning at the

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end of the second placement to practice and be assessed in skills they have not achieved in practice. For MSc route students these opportunities are built into placement weeks. Students who attend the approval event told us that they are currently provided with these learning opportunities.

- 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. The module specifications demonstrate that face-to-face teaching and learning is supported by technology and simulation. There are dedicated simulation weeks, which involve scenario-based learning that replicate practice, and include acute, children's mental health, learning disability, community settings and operating theatre. Students have access to online learning resources and quizzes, virtual learning environment, recorded lectures, IT support team, Wiley online resources, and Clinical Skills.net. Students have opportunities to learn cannulation, phlebotomy and intravenous drug administration in the simulation centre to maximise those opportunities without exposing the public to unnecessary risk. We were informed that funding for a new simulation and skills facility has been secured. In addition, we were also told that funding for mandatory training for simulation trainers has been secured to reduce the pressure on academic staff.

- 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. There is a process in place to ensure that students who require extra support are assessed at every stage of the programme (beginning at recruitment) by the disability services and occupational health, and a personal learning support plan (PLSP) developed and implemented for both theory and practice learning, and assessment where required. Students are allocated personal academic tutor (PAT) who provides pastoral support. Students reported that they receive support from the disability service and academic staff in accessing learning opportunities in placements and that a confidential information system enabled students to provide details of their disability on a need to know basis.

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:

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- 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: 15 May 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 met. Programme documentation and the approval visit give assurance that processes for support, supervision, learning and assessment in the university and practice learning settings are in place. These comply with SFNME.

Academics who support students undergo an enhanced disclosure and barring service (DBS) check on recruitment. We were told that currency on NMC registration and revalidation is monitored monthly by the university. We were also told that academic staffs are supported with their revalidation as part of annual appraisal. Documentation provided show that academic staffs act as personal tutors and as link lecturers. Programme documentation outlines the processes and roles of practice supervisors, practice assessors and learning environment leads that support and facilitate student learning and assessment in practice. The university has a comprehensive teaching and assessment strategy. The programme team informed us that students have eight weeks at the end of each part to retrieve a failure. The course assessment board is scheduled to facilitate this retrieval. We were told that students trailing greater than 30 credits will need to step off the programme.

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

MET ☒   **NOT MET** ☐

R4.2 is met. There is a regional (Midlands, Yorkshire and East, Practice learning group) process for implementation of the standards for student supervision and assessment, which was approved by the NMC on 24th January 2019 at another AEI. We were told that the new practice supervisor and assessor preparation programme will be introduced in September 2019. The practice representatives were aware of the arrangements for preparation of practice supervisors and practice assessors. Programme documentation provided in gateway three demonstrate that pre-registration nursing students of the proposed programme will be prepared to be practice supervisors during the course. The programme team and practice representatives who attend the approval event confirmed that registers of practice supervisors and practice assessors will be kept. The practice assessment documentation provided will clearly identify practice supervisors and assessors, and academic assessors.

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. There is an assessment and feedback strategy, which clearly outlines the assessment and feedback processes. The programme specifications, course handbooks, and module specifications include details of formative and summative assessments. Formative feedback is given through a variety of mechanisms. Feedback on summative work is normally provided within three weeks. The practice assessment documentation outlines how feedback is provided to students when they are in practice. Personal academic tutors meet their students at least five times per year/stage to discuss progress and provide feedback. This was confirmed by students who participated in the approval event.

- 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. The NMC standards for proficiency for registered nurses are mapped to course learning outcomes (which are in turn are mapped to module learning outcomes), and to the MYEPAD. Academic assessors monitor student progression through the student dashboard. There is a progression point at the end of each year in line with AEI regulations. Failure to progress is managed by the field leads in collaboration with personal academic tutors. Section 2.4 outlines how field specific and cross-field opportunities are optimised. Students told us that field identity demonstrated strongly in practice where they apply theory learning to practice. Students also told us that they are taught by lecturers who are familiar with contemporary practice which is shared in 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** ☐

Date: 15 May 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** ☒
There is no fall back exit award with NMC registration.	
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: 15 May 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:

1. BSc/DNA Nursing- adult, child, mental health and learning disability – module specification documents, March 2019

2. MSc APL example, January 2019

3. Document 21 module handbook HHN2004 Sept 16 V2, undated

4. Document 20 HHN 2002 assessment brief, undated

5. Document 19 Staff profile links for validation with NMC registration, undated

6. Document 18 Disability services consent information, undated

7. Document 17 Screen shot of dashboard

8. Document 16 Lecture capture policy, undated

9. Document 15 Learning disability and autism training for health and care staff consultation document, undated

10. Document 14 HFN1101.QGA.Year - Introduction to adult nursing timetable

11. Document 13 NMC APL specific information

12. Preparing for Involvement: Evaluation of the West Yorkshire Universities service users and carers involvement induction training (WYUSUCIIT) presentation, undated

13. Document 10 OSCE FW mental health nursing OSCE

14. Document 9 HMN 2008 and 2011 OSCE feedback sheet and score, 2018

15. Document 8 HMN 2008 and 2011 PSE September 2018 cohort

16. Document 7 HFN2000 Service user communication, tutorial exemplar, undated

17. Document 6 Developing Effective communication

18. Document 5 Communication skills practice workbook, 2018

19. Document 4 Communication workshop schedule, 2018

20. Document 3 Communication skills email template, undated

21. Document 2 SUC involvement in applicant interviews

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: 1. BSc (Hons) – Sept14 intake, one (completed) 2. BSc (Hons); first year: adult, five; mental health, one; children's, one; learning disabilities, one. 4. BSc (Hons); third year: learning disabilities, one. 5. Trainee Nursing Associate; first year, one. 6. MSc; first year: mental health, two; adult, three.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

No employers with resource responsibility were present to provide assurance of commitment to the nurse degree apprenticeship.

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: Visiting practice learning environments and library facilities was not an approval requirement.		
Additional comments:		

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This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

Issue record				
Final Report				
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Checked by:	Pam Page	Date:	24 July 2019	
Approved by:	Leeann Greer	Date:	8 August 2019	
Submitted by:	Lucy Percival	Date:	8 August 2019	