

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Lincoln
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Lincolnshire Partnership NHS Foundation Trust Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Lincolnshire Community Health Services NHS Trust United Lincolnshire Hospital Trust North Lincolnshire and Goole Foundation NHS Trust Nottinghamshire Healthcare NHS Trust Sherwood Forest Hospitals Foundation NHS Trust Private voluntary and independent health care providers
<b>Programmes reviewed:</b> <i>(Tick all that apply)</i>	<i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Child <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Nursing (Registered Nurse - Adult), MSc Nursing (Pre-Registration – Adult) BSc (Hons) Nursing (Registered Nurse – Mental Health), MSc Nursing (Pre-Registration - Mental Health) BSc (Hons) Nursing (Registered Nurse – Child), MSc Nursing (Pre-Registration - Child)
<b>Academic levels:</b>	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Child	England, Wales, Northern Ireland

	<input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	5 March 2019
<b>Programme start date:</b>	16 September 2019
<b>QA visitor(s):</b>	Registrant Visitor: Maureen Harrison Lay Visitor: Jane Suppiah

**Section two**

Summary of review and findings
<p>The University of Lincoln, school of health and social care (the school) presented a three-year full time BSc (Hons) pre-registration nursing programme (adult, child and mental health). In addition, a two-year MSc nursing (adult, child and mental health) route was presented for approval. The child field route is a new provision.</p> <p>The programme documentation and approval process confirm evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). These include national health service (NHS) trust partners, independent health care providers and local government organisations. Programme staff work with professionals registered with the Health and Care Professions Council (HCPC), student representatives, service users and carers and members of the public.</p> <p>The AEI works in partnership with the Pan Midlands, Yorkshire and East practice learning group (MYEPLG). This strategic group includes AEIs from other regions. They collaborate with health education England (HEE) to provide quality learning in practice for all pre-registration nursing students. They have agreed a standardised practice assessment document across the region. This is the Pan Midlands, Yorkshire and East practice assessment document (MYE PAD). The Pan London practice learning group's ongoing achievement record (OAR) has been adopted.</p> <p>The Care Quality Commission (CQC) quality reports identify concerns over staffing levels in five practice learning environments. This required the attention of the</p>

school and the associated PLPs. Action plans created in partnership demonstrate strategic assessment of the risk to students' practice learning. Actions taken and a monitoring strategy to prevent future risk is documented.

The Standards framework for nursing and midwifery education (NMC 2018) is met at programme level.

Arrangements at programme level between the AEI and PLPs meet the Standards for student supervision and assessment (NMC 2018).

The programme is recommended to the NMC for approval with one condition. One recommendation is made.

Updated 29 March 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The AEI must make explicit in student facing documents the differences in content for programme and module learning outcomes for each field of nursing. (Standards framework for nursing</p>

	and midwifery education R2.2. Standards for pre-registration nursing programmes R2.1)
<b>Date condition(s) to be met:</b>	29 March 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The AEI is advised to make changes to programme documentation giving greater clarity between level six and level seven learning outcomes. (Standards framework for nursing and midwifery education R2.2) (university recommendation)
<b>Focused areas for future monitoring:</b>	None identified

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
The programme team provided programme specifications for each field of nursing (adult, child, mental health) which clearly demonstrate the differences in content for programme and module learning outcomes. All field specific learning activities are clearly detailed. Condition one is now met.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The AEI has confirmed the accuracy of the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	29 March 2019

**Section three**

<b>NMC Programme standards</b>
Please refer to NMC standards reference points <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)

### NMC Programme standards

*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.**

NMC approved programmes are designed, developed and delivered by PLPs, service users and carers, students, members of the public and school-based health care academic staff. There is a comprehensive programme of consultation. Service user and carer members of the school, a patient and public initiative called the 'Together Group' describe their involvement. In addition, the school staff consult with local primary school children and young people. The children identify the values and practices they would like to see in children's nurses.

Opportunities are provided for inter-professional learning (IPL) with other health and social care students. The programme has modules which are shared between all fields of nursing. We spoke to nursing students who are positive about opportunities for IPL. Students told us IPL gives them an understanding of the wider context of health care.

Partnership agreements explicitly identify how the school and PLPs collaborate in programme delivery. There is evidence of robust collaborative working in support of the use of the pre-registration nursing MYEPAD.

The MYEPLG includes 26 AEIs, two new education providers and the collective PLPs across the Midlands, Yorkshire and east of England. MYEPLG's aim is to have a consistent approach to the organisation of practice learning and the supervision and assessment of nursing students. The PAN London PAD is referred to as MYEPAD in this region and has been adopted for nursing students. The student MYEPAD, ongoing achievement record (OAR) and programme

specifications evidence the Standards for pre-registration nursing (NMC (2018) and Future nurse: Standards of proficiency for registered nurses are achieved.

Recruitment and selection strategies are fair and transparent with widening participation being a core philosophy. Service users confirm their involvement in and commitment to recruitment and selection. They are well informed of inclusive policies and procedures. We confirm service users and carers are involved in programme delivery. For example, service users told us they create patient voice scenarios and experiences. They give feedback on poster presentations and are involved in designing module assessment. Service users and carers attend programme monitoring and evaluation meetings.

Students spoke of their learning from service users and a wide range of health and social care professionals during practice learning. The students told us they value opportunities for reflected learning after working with service users and carers.

PLPs and the programme team confirm that existing relationships and communication processes are effective for the collaboration expected in the Standards for student supervision and assessment (SSSA) (NMC 2018). Registered nurses who are mentors and sign-off mentors will be prepared to become practice supervisors and practice assessors. Plans for the preparation of practice supervisors and practice assessors are at an advanced stage. Training schedules have been agreed by MYEPLG. PLPs told us that many mentors have already attended training and updates to meet the SSSA (NMC 2018) requirements to support nursing students.

PLPs spoke of how trust policies and procedures are currently under review to allow students to meet the proficiencies and skills in Standards of proficiency for registered nurses, annexe B (NMC 2018). An example given is the policy for administration of parenteral medications.

Mapping documents and discussion with the programme team confirm the availability of suitably qualified academic staff to support students in each field of nursing practice.

We conclude that effective partnerships with PLPs, service users and carers, and students underpins the development, delivery and evaluation of the pre-registration nursing programme.

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**

### Student journey through the programme

#### Standard 1: Selection, admission and progression

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

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

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

adult, mental health, learning disabilities and

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme

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

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing programmes (NMC, 2018).

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

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)  
YES  NO
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).  
YES  NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p>
<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p>
<ul style="list-style-type: none"> <li>• Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)</li> </ul>
<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p>
<p><b>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</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p style="text-align: right;"><b>MET</b> <input checked="" type="checkbox"/>      <b>NOT MET</b> <input type="checkbox"/></p> <p>R1.5 is met. Processes are in place for the recognition of prior learning (RPL). Arrangements are in place for an external examiner to review and report on RPL. The university assessment regulations have a variance which allows RPL up to a maximum of 50 percent of the programme and complies with Article 31(3) of Directive 2005/36/EC.</p> <p>Applicants for the MSc nursing programme must provide evidence of 580 hours of prior certificated learning at academic level six. Candidates must have acquired 650 hours of supervised practice learning in a health or social care context, undertaken on a paid or voluntary basis. Candidates with limited science in their undergraduate programme must complete a human anatomy and physiology work pack. Completion of the pack is part of the RPL process prior to entry to the programme. PLPs confirm their commitment to facilitate prospective students in achieving the supervised practice hours prior to the commencement of the programme.</p> <ul style="list-style-type: none"> <li>• Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the <i>Standards of proficiency for registered nurses</i> and programme outcomes (R1.6)</li> </ul> <p style="text-align: right;"><b>MET</b> <input checked="" type="checkbox"/>      <b>NOT MET</b> <input type="checkbox"/></p> <p>R1.6 is met. There is provision for RPL which allows for mapping to programme outcomes and against the Standards of proficiency for pre-registration nurses (NMC 2018) that may be more than 50 percent of the programme for registered nurses seeking registration in another field of practice.</p> <p>The two-year MSc nursing programme is mapped against all Standards of proficiency for pre-registration nurses (NMC 2018).</p>

- 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. Criteria for admission to the pre-registration nursing programme meet NMC numeracy and literacy requirements. All candidates must have an equivalent of a minimum of the international English language testing system (IELTS) 7.0 in listening, reading, writing and speaking. Programme and module outcomes require demonstration of numeracy, literacy, digital and technological skills. Development of these skills is evidenced in programme specifications. Students confirm access to several digital platforms which they told us support their learning in numeracy, literacy, digital and technology literacy. These include an online platform for calculations of medications. The MYEPAD and OAR requires students to identify the acquisition and development of numeracy, literacy and digital skills. The skills are verified by practice assessors. Students confirm the important role of the personal tutor in facilitating learning development opportunities.

**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**

The school confirmed current students are not transferring to the proposed pre-registration nursing programme. All pre-registration nursing students are transferring to the Standards for Supervision and Assessment (NMC 2018) from

September 2019. This is a regional decision. Current students use a PAD which is similar to the MYEPAD.

PLPs told us they requested to have consistency in the supervision and assessment of all nursing students. They welcome the move to having practice supervisors and practice assessors.

Students told us they understand the proposed changes to the supervision of their learning in practice learning environments. They look forward to being supervised in practice under the new Standards for student supervision and assessment from September 2019.

*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 school RPL process allows for NMC registered nurses to access the postgraduate pre-registration nursing route.

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:** 6 March 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

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

R2.1 is not met. The programme learning outcomes and module learning outcomes are relevant for all fields of nursing practice. In the undergraduate programme there are two field specific modules and in the postgraduate programme, one field specific module. All other modules are shared with students from all fields. Module assessments are generic and will be applied to specific fields of practice. Student facing documentation does not explicitly identify where there is field specific learning content in shared modules. The programme team confirm field specific seminars will be provided for students to apply their learning to their own field of nursing practice. (Condition one)  
(Standards framework for nursing and midwifery education R2.2 and Standards for pre-registration nursing programmes R2.1)

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

YES  NO

- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

YES  NO

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

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

MET  NOT MET

R2.4 is met. Documentary evidence and discussion with the programme team provides assurance that each module addresses the needs of people across the life span and represents all fields of nursing practice.

Signed agreements between the school and PLPs identify joint ownership and responsibility for students on nursing programmes. There is commitment from the school for students to have taught subjects relevant to the four fields of nursing and across the age span. PLPs confirm there are opportunities available for students from all fields of nursing, to work with people with diverse needs, across the age span.

In the school, the academic staff resource includes NMC registrants from all fields of nursing, with the exception of learning disabilities nursing. The programme team told us nurses in the field of learning disabilities and other related professionals contribute to teaching in the school when required. Students confirm their learning of people with diverse needs across the age span. We are assured that academic staff resources to support students is regularly reviewed.

Students spoke of the consistency and reliability of support available during practice from practice educators and other members of the school. During practice learning, students will have 'insight visits' to meet people across the age span. We spoke to adult students who have practice learning experiences in children's areas. Students studying the adult field told us they care for people with mental health needs. Students studying the mental health field spoke of practice learning experiences in children's, young people and older person's services.

- 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. Documentary evidence confirms the pre-registration nursing programme is designed with routes for three fields of nursing; adult, mental health and child. Students will have most of their practice learning experiences in the field of their choice. Students will also have 'insight visits' to experience caring for people with diverse needs across the life span.

**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. Documentary evidence from the programme and module learning outcomes in the BSc (Hons) nursing and MSc nursing route demonstrates inclusion of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. The programme team told us that students will be taught by lecturers who are registrants from all fields of nursing practice who will facilitate their knowledge of nursing across the fields. There is mapping to the proficiencies in student facing documentation, including the MYEPAD.

- 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 evidence confirms theory and practice learning is balanced in the programme. Theory is delivered in blocks of time, interspersed with block periods of practice learning. Practice learning experiences are linked to academic modules. We confirmed the minimum requirement of 2300 hours in both theory and in practice learning is met. Practice placement planners reflect practice learning in diverse settings and with different PLPs. Current students are positive about the diversity of placements, in particular the opportunities for placements 'outside' their normal field.

We found strategies are in place to monitor attendance in both theory and practice learning, and in both instances, there is opportunity for students to retrieve unmet hours. Students are aware of the need to meet the NMC statutory hours and told us how they manage to make up any deficit in the hours. Students say the programme team, programme documentation, practice education management system (PEMS) and the PAD give them this information.

The teaching and learning strategy is based on 'students as a producer', facilitating students to become producers of knowledge in partnership with academics, practitioners, service users, other professionals and peers. Students confirm seminars enable them to become producers of knowledge. Students spoke about learning with allied health professional students in group work. Teaching and learning methods are varied and include traditional formats of information delivery, simulation and supportive technologies.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

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

The programme is delivered in England.

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

**YES**  **NO**

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

YES  NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

YES  NO

The programme is for a single field of nursing practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES  NO

This programme leads to nursing registration only.

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

YES  NO

The standard is not met. Documentary evidence confirms the programme learning outcomes and learning outcomes in each module are relevant for all fields of practice. In the undergraduate programme there are two field specific modules and in the postgraduate programme, one field specific module. Module assessments are generic and will be applied to specific fields of practice. Student facing documentation does not explicitly identify where there is field specific learning content in shared modules. The programme team confirm field specific seminars will be provided for students to apply their learning to their own field of nursing practice. (Condition one)

(Standards framework for nursing and midwifery education R2.2; Standards for pre-registration nursing programmes R2.1)

In programme specifications there is very little difference in the learning outcomes between the undergraduate and postgraduate routes. It is recommended that the programme team make use of the Quality Assurance Agency (2018) quality code for higher education to identify descriptors which differentiate between academic levels. This should be reflected in the learning and teaching and assessment strategies, and the descriptive text throughout the documentation as a whole. (Recommendation one) (University recommendation)

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

Student facing documentation does not explicitly identify where there is field specific learning content in shared modules. The programme team confirm field specific seminars will be provided for students to apply their learning to their own field of nursing practice. However, student facing documentation does not explicitly identify where there is field specific learning content in shared modules. (Condition one)

Condition one: The AEI must make explicit in student facing documents the differences in content for programme and module learning outcomes for each field of nursing. (Standards framework for nursing and midwifery education R2.2. Standards for pre-registration nursing programmes R2.1)

In programme specifications there is very little difference in the learning outcomes between the undergraduate and postgraduate routes. It is recommended that the programme team make use of the Quality Assurance Agency (2018) quality code for higher education to identify descriptors which differentiate between academic levels.

Recommendation one: The AEI is advised to make changes to programme documentation giving greater clarity between level six and level seven learning outcomes. (Standards framework for nursing and midwifery education R2.2.) (university recommendation)

**Date:** 6 March 2019

### Post event review

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

Condition one:

The programme team provided programme specifications for each field of nursing (adult, child, mental health) which clearly demonstrate the differences in content for programme and module learning outcomes. All field specific learning activities are clearly detailed. Condition one is now met.

The Standards framework for nursing and midwifery education R2.2 and Standards for pre-registration nursing programmes R2.1 are now met.

Evidence:

- Programme specification MSc nursing (pre-registration adult) version 2.1, 15 March 2019
- Programme specification MSc nursing (pre-registration child) version 2.1, 18 March 2019
- Programme specification MSc nursing (pre-registration mental health) version 2.1, 18 March 2019
- Programme specification BSc (Hons) nursing (pre-registration child) version 3.1, 17 March 2019

- Programme specification BSc (Hons) nursing (pre-registration adult) version 3.1, 17 March 2019
- Programme specification BSc (Hons) nursing (pre-registration mental health) version 3.1, 17 March 2019

**Date condition(s) met:** 29 March 2019

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

Condition one is now met.

Assurance is provided that the Standards framework for nursing and midwifery education R2.2 and Standards for pre-registration nursing programmes R2.1 are now met.

### Standard 3: Practice learning

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

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education* specifically:

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

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

### Findings against the standard and requirements

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

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

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and visits to practice learning environments confirm students will have a range of practice learning experiences, predominately in their own field of nursing practice. Processes are in place to ensure that learning experiences are tailored to the student's stage of learning, NMC proficiencies and programme outcomes. Processes confirm that the Standards of proficiency for registered nurses (NMC 2018) to deliver safe and effective care are met. PLPs confirm there is sufficient capacity to provide students, studying the new child field, with appropriate practice learning opportunities. We saw placement planners for the future cohorts of children's nursing students which confirm they will receive practice learning experiences in primary and secondary care environments. They will experience caring for children with mental health needs.

We saw evidence in placement planners of learning opportunities for students studying adult and mental health fields of practice. Current students confirm they have a range of practice learning experiences which complement their theoretical learning. Students told us they are very aware of the scope of practice learning necessary to develop the proficiencies for safe and effective practice as a registered nurse.

- 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. Documentary evidence and discussion with PLPs and the programme team confirm policies and processes are in place to assess, monitor and evaluate practice learning. An example given is the action taken following a CQC quality review and the identification of a practice learning environment requiring improvement. The AEI in partnership with the associated PLP completed a risk assessment. It is agreed that no students are allocated to the practice learning

area of concern until an action plan is completed and the area has a satisfactory educational audit. PLPs told us that if any area has an unplanned staff shortage, the trust takes responsibility for reallocation of students to comparable practice learning environments in the trust.

Partnership is evident in the allocation of practice learning planners for each student. The individual plans take into account practice supervisor and practice assessor availability. Each student has a varied plan to allow them to undertake holistic care for people of all ages and with diverse needs. Practice learning capacity is monitored regularly by practice education co-ordinators who update PEMS and the programme team. There are quarterly strategic meetings to monitor and evaluate practice learning experiences. Data from student evaluations of practice learning is analysed and responded to.

PLPs and students spoke of a new initiative, a weekly 'drop in', available in practice learning environments for all health care students. This runs in partnership with the school and PLPs. Students said a 'drop in' helps them to get more from their practice learning.

- 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. Communication and relationship management skills are tested through the MYEPAD. The skills are tested for all fields of nursing practice. The MYEPAD includes the opportunity for feedback from service users to students. A student confirmed how a service user provided feedback on communication and relationship skills. Students told us the requirement to reflect on people's experience of care helps them develop their communication and relationship management skills.

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

**MET**  **NOT MET**

R3.4 is met. Documentary evidence and discussions with students confirm a wide range of digital technologies are available to support learning. This includes Elsevier clinical skills on-line which provides instruction on the acquisition of clinical skills. Students studying the mental health field have a simulated video for care planning. There is an interactive digital platform for anatomy and physiology. There are online drug calculation tools for learning and assessment. There is evidence of blended learning opportunities to support the delivery of module content. Students are positive about the efficacy of digital platforms to support their learning. Programme documentation identifies simulation opportunities to support

learning throughout the programme. The programme team and students gave examples of simulation. These include working with other health care students on enacted scenarios. Service users contribute to simulation as patient actors. Nursing and allied health students spoke positively about a road traffic incident simulation, working with fire crews and paramedics. The programme team told us students are involved in major incident simulations, with military involvement. PLPs confirmed simulation opportunities run by trusts for staff training involve students, for example resuscitation scenarios. Students confirm simulation activities enhance their learning and are proportionate.

- 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 student practice learning journey planner for each student to ensure practice learning experiences are varied and their previous practice learning experiences are taken into consideration. Documentary evidence and discussion with the programme team, PLPs and students confirm there are processes in place to take account of students' individual needs and making reasonable adjustments for disabilities. Students with personal experience told us the university's wellbeing services are supportive and practice learning environments make reasonable adjustments for their learning needs.

**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:** 6 March 2019

#### **Standard 4: Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education* specifically:

*R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;*

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

*Standards for student supervision and assessment*

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. Documentary evidence demonstrates that structures and processes allow students to be supported and supervised in all learning environments. Partnership accountability between the AEI and PLPs for programme delivery is effective.

This is confirmed by the students and PLPs we met. Student facing documentation is aligned with the Code (NMC 2018). Students assure us they understand the scope of consent when delivering care. Procedures to identify causes for concern, investigate complaints and to take action are explicit in both the university policies and in partnership agreements between the AEI and PLPs.

Partnership agreements are based on the safety of people, transparency, fairness and candour. Students and PLPs confirm student supernumerary status and supported learning time during practice learning experiences.

Programme documentation demonstrates the NMC proficiencies and programme learning outcomes are met. There is balance between theory and practice learning, with evidence of students moving to greater independence, proficiency and skills-complexity towards programme completion. Senior nursing students acknowledge changes in the expectations of their performance in the final year of the programme.

- 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. Documentary evidence and discussions with the programme team and PLPs confirm preparations are in place which comply with the Standards for student supervision and assessment (SSSA) (NMC 2018). Training plans for the adoption of the SSSA are written, shared with PLPs, and are being delivered. They include the preparation for all new roles. This includes training for NMC registrants who hold and maintain a mentorship qualification and meet the role criteria to become practice supervisors and practice assessors. Following training, key PLP personnel are cascading the plans and updates within their trusts.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES**  **NO**

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

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

**MET**  **NOT MET**

R4.4 is met. Documentary evidence and discussion with students confirms they receive feedback from academic staff, PLPs, service users and peers throughout their programme. The MYEPAD provides the framework for formative and summative practice assessment feedback. Formative and summative assessment occurs within the module framework. We saw examples of feedback given to students on written assignments. Methods of formative and summative assessment are provided in module and programme specifications. Students confirm they find feedback helpful to support their development of knowledge, skills and competencies.

- 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. Documentary evidence and mapping of programme outcomes and the MYEPAD confirm the programme meets the Standards of proficiency for registered nurses. There are student practice journey plans for all fields of practice which are varied. They demonstrate that throughout the programme, learning and development of nursing proficiencies is enabled.

We found that PLPs and the school are proactive in their preparations to prepare the existing workforce to supervise students in the proficiencies required under the Standards of proficiency for registered nurses. PLPs in NHS trusts confirm that policies are being changed to allow students to practise the skills and proficiencies identified in Standards of proficiency for registered nurses. PLPs told us that training needs analysis is ongoing to assess the requirement for enhanced skills of current practice supervisors and practice assessors. Updating practice supervisors and assessors will enable them to provide enhanced skills training to students in partnership with the school. PLPs confirm they provide in-house training for enhanced skills-based competencies for their nursing staff. The school is currently running a series of skills-based workshops for school academic staff and PLPs.

The workshops provide training on skills-based proficiencies relevant to the Standards of proficiency for registered nurses.

**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:** 6 March 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

The BSc (Hons) nursing programme (adult, child and mental health) and MSc nursing route (adult, child and mental health) are the only awards to allow registration with the NMC on successful completion of the programme. There are exit routes which recognise the achievement of an academic award without 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:** 6 March 2019

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>University of Lincoln (UoL), school of health and social care (SHSC) - widening participation and school profile by student group, 4 March 2019</p> <p>UoL, SHSC, anonymised examples of children and young people involvement in curriculum design of the BSc (Hons) nursing (pre-registration child) and MSc nursing (pre-registration child) programmes, February 2019</p> <p>UoL, SHSC, Together group (service user participation group) training record and training package example, February 2019</p> <p>UoL, SHSC, Together group (service user participation group) post-training test / questionnaire, February 2019</p> <p>UoL, SHSC – new practice supervisor and assessor training, with train the trainer delivery – training schedule, February 2019</p> <p>UoL, SHSC –academic assessor training schedule, February 2019</p> <p>UoL, SHSC – supervisor and assessor training: conversion course for existing mentors – training package, February 2019</p> <p>UoL, SHSC partnership agreement with Lincolnshire Community Health Services, February 2019</p> <p>UoL, SHSC partnership agreement with United Lincolnshire Hospitals NHS Trust, February 2019</p> <p>UoL, SHSC partnership agreement with Sherwood Forest Hospitals NHS Foundation Trust, February 2019</p>		

UoL, SHSC partnership agreement with Lincolnshire County Council, February 2019

UoL, SHSC, examples of service user involvement in BSc (Hons) and MSc nursing pre-registration programmes for module teaching and assessment, February 2019

UoL, SHSC, prospective application for modification to the University of Lincoln for the BSc (Hons) nursing with registered nurse (adult) and BSc (Hons) nursing with registered nurse (mental health), 1 March 2019

UoL, SHSC standard operating procedure: nursing programmes academic assessor check, 20 February 2019

UoL, SHSC summary document detailing the employment of appropriately skilled and experienced NMC registrants employed by the UoL to deliver the BSc (Hons) nursing (pre-registration child) and MSc nursing (pre-registration child) programmes from September 2019, 7 March 2019

Post event documentation

UoL, SHSC, programme specification for MSc nursing (pre-registration adult). SHSC SHSC, programme specification for MSc Nursing (pre-registration child) version 2.1. 18 March 2019

UoL, SHSC, programme specification for MSc nursing (pre-registration mental health) version 2.1. 18 March 2019

UoL, SHSC, programme specification for BSc (Hons) nursing (pre-registration child) version 3.1. 17 March 2019

UoL, SHSC, programme specification for BSc (Hons) nursing (pre-registration adult) version 3.1. 17 March 2019

UoL, SHSC, programme specification for BSc (Hons) nursing (pre-registration mental health) version 3.1. 17 March 2019

If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study:                      BSc (Hons) nursing (adult) students (year 2 cohort 2017) x 4 (met in practice)                      In meetings:                      Pharmacy student x 2 (year 4 2015 cohort)                      BSc (Hons) nursing (adult) student x 3 (year 3 2016 cohort)                      BSc (Hons) nursing (adult) student x 1 (year 2 2017 cohort)                      BSc (Hons) nursing (adult) student x 3 (year one 2018 cohort)                      BSc (Hons) nursing (mental health) student x 2 (year 2 2017 cohort)                      BSc (Hons) nursing (mental health) student x 1 (year one 2018 cohort)</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p>		
<p>Additional comments: 5 service users.</p>		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, state where visited/findings:</p> <p>Neonatal intensive care unit, Lincoln County Hospital  Rainforest Children’s ward, Lincoln County Hospital  Safari Children’s assessment unit, Lincoln County Hospital  Ward 26, Kingsmill Hospital  Out patients department, Kingsmill Hospital  Health visitor team, Lincoln County Council  Ward a Children’s assessment unit, Pilgrim Hospital, Boston  Special Care Baby Unit, Pilgrim Hospital, Lincoln  Children’s Community team, Grantham</p> <p>Educational audits included:</p> <p>UoL, SHSC education audit for Rainforest Ward (Lincoln County Hospital) in United Lincolnshire Hospitals NHS Trust, 2 August 2018  UoL, SHSC education audit for neonatal Unit (Lincoln County Hospital) in United Lincolnshire Hospitals NHS Trust, 8 May 2018  UoL, SHSC education audit for Ward 4A (Pilgrim Hospital) in United Lincolnshire Hospitals NHS Trust, 20 September 2017  University of Nottingham, school of health sciences educational self-review of nursing practice placements for Ward 25 (King’s Mill Hospital) in Sherwood Forest Hospitals NHS Foundation Trust, 15 May 2018</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>CQC Reports for:</p> <p>Doncaster and Bassetlaw Teaching Hospitals NHS Trust  Diana, Princess of Wales Hospital, North Lincolnshire and Goole NHS Foundation Trust  Newark Hospital, Sherwood Forest Hospitals NHS Trust  Pilgrim Hospital, United Lincolnshire Hospitals NHS Trust  St Andrew's Healthcare, Nottinghamshire</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Not required, existing AEI.</p>		

Additional comments:

**Mott MacDonald Group Disclaimer**

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.

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

**Issue record**

**Final Report**

Author:	Maureen Harrison	Date:	12 June 2019
Checked by:	Monica Murphy	Date:	12 June 2019
Approved by:	Leeann Greer	Date:	2 July 2019
Submitted by:	Lucy Percival	Date:	2 July 2019