

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>Queens University Belfast</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Belfast Health and Social Care Trust Southern Health and Social Care Trust South Eastern Health and Social Care Trust Woodlawn House - Southern Health and Social Care Trust Western Health and Social Care Trust Northern Health and Social Care Trust Antrim Care Home Western Education and Library Board Apple Mews - Private Inspire Apex Housing Association Clareview Nursing Home Ballyclare Private Nursing Home Four Seasons Healthcare Evelyn Greer House - Private Marie Curie Centre Abingdon Manor Care Centre - Private Oakridge Care Home Carryduff PNH - Private Castlehill PNH - Private Corriewood Private Clinic Threshold Services Ashbrook Care Home Bohill Learning Disability Bungalows Croft Community Parkmanor Nursing Home Dundrum and Clough Surgery N.I. Children's Hospice Northern Ireland Hospice Care Southern Area Hospice Services Brooklands PNH - Private Beechvale Nursing Home - Private Beeches T and P Services Mencap The Martin Residential Trust Corkhill Lodge Nursing Home - Private Cregagh Nursing Home - Private Daisyhill PNH Dunlady PNH - Private Fruithill PNH - Private</p>

	<p>Glencarron Nursing Home - Private Glenview Private Nursing Home - Private Kings Castle Private Nursing Home - Private Kingscourt PNH - Private Ladyhill Lodge PNH - Private Queenscourt PNH - Private Richmond PNH - Private Bannview PNH Phoenix Healthcare Holy Trinity Primary School Kingsbridge Private Hospital Ulster Independent Clinic Praxis Shaftsbury Mews - Nursing and Residential Home (Learning Disability and Older Persons) Donard Special School Glenveagh Special School - Non Trust Sperrinview Special School St Gerard's Educational Resource Centre Willow Bridge School Kilmorey Care Homes The Beeches Professional and Therapeutic Services NOW Tower House Hostel and Tower Court</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: Pre-registration Nursing - BSc (Hons) and Graduate Entry Masters - Adult Programme start date: 31 August 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: Pre-registration Nursing - BSc (Hons) and Graduate Entry Masters - Mental Health Programme start date: 31 August 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	

Level 7

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: Pre-registration Nursing - BSc (Hons) and Graduate Entry
Masters - Learning Disability
Programme start date: 31 August 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Pre-registration nursing - Child
Title of programme: Pre-registration Nursing - BSc (Hons) and Graduate Entry
Masters - Child
Programme start date: 31 August 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Date of approval	23 October 2019
QA visitor(s):	Registrant Visitor: Elizabeth Gormley-Fleming Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings

Queens University Belfast (QUB) is an established approved education institution (AEI). The school of nursing and midwifery (the school) delivers a range of programmes in nursing and midwifery. The following awards within a pre-registration nursing programme were presented for approval against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (2018) (SPNP) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018); the BSc (Hons) professional nursing and the MSc professional nursing. Both routes within the programme will offer all four fields of nursing practice: adult, child, mental health and learning disabilities. The MSc professional nursing route has been developed in response to the strategic vision of the Chief Nursing Officer for Northern Ireland in order to sustain the nursing workforce.

Both routes within the programme presented for approval have been mapped against the SPNP and the Standards of proficiency for registered nurses. Documentation for each route details the curriculum content, delivery mode and the practice learning experiences available.

Programme documentation confirms evidence of effective partnership working. Partnership working is strong at operational and strategic levels for the delivery of health care programmes. Practice learning partners (PLPs) include the NHS, private and voluntary sectors. They, together with the QUB, have collaborated and collectively developed both routes with the programme.

The design of the programme presented is clear that there's one pre-registration nursing programme with all four fields and two routes. Both routes are comprehensively described. Documentation for each route indicates the curriculum content, delivery mode and the practice learning experiences available.

Stakeholder feedback is evidenced and there are well developed mechanisms for enabling this. Current students' opinions have been sought and reflected on in the curriculum presented for approval.

Our findings confirm that service users and carers have been very involved in the development of this programme. The overarching strategy to engage with service users is effective. Service users tell us of their positive relationship with the university and that they are well prepared to work with students and feel that their contribution is valued.

The Northern Ireland practice assessment document (NIPAD) has resulted from collaboration with a two other AEI's, a number of health service providers, service users and current students. This collaborative group has devised a regional framework for practice learning and student supervision and assessment. The

school of nursing and midwifery has been the key stakeholder in the development of the NIPAD which will be adopted by the universities in Northern Ireland.

There's substantial evidence of a shared approach to the preparation of practice supervisors, practice assessors and academic assessors across the partnership with PLPs. There's a strategy to implement this across all of the QUB PLPs.

Robust governance arrangements are in place to manage risk associated with practice learning. We are assured that effective risk management approaches are in place and are mobilised as required to ensure public safety.

The Standards for student supervision and assessment (NMC, 2018) (SSSA) are met at programme level. However, the Standards framework for nursing and midwifery education (NMC, 2018) (SFNME) are not met as a condition applies.

The programme is recommended to the NMC for approval subject to three conditions. There's one recommendation.

Updated 20 November 2019

Evidence is provided by the programme team to meet the three conditions. The conditions and related standards are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	Effective partnership working: collaboration, culture, communication and resources: None identified Selection, admission and progression: Condition one: Provide further detail on the manner in which digital and technology capability will be developed to meet the capabilities on entry to the programme. (SPNP R1.1.7) Practice learning: None identified

	<p>Assessment, fitness for practice and award:</p> <p>Condition two: The school must provide detail on how the 2300 hours of theory will be met for students where attendance is below 100 percent. (SPNP R2.12)</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Provide detail of the involvement of the External Examiner in the recognition of prior learning (RPL) process for entry to the pre-registration nursing programmes. (SPNP R1.5, SFNME R2.20)</p>
<p>Date condition(s) to be met:</p>	<p>20 November 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider amending the university RPL policy for post graduate study to recognise the requirements of the regulatory body. (SPNP R1.5)</p>
<p>Focused areas for future monitoring:</p>	<p>The effectiveness of practice supervisor, practice assessor and academic assessors in supporting and assessing students achievement of the NMC proficiencies.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence that the conditions are met.

Internal admissions processes have been reviewed. Future applicants will be required to undertake a pre-entry numeracy and digital literacy assessment. Condition one is now met.

An amended handbook informs students of the process of recording, and monitoring attendance. Absence reporting and attendance monitoring tools are provided and the requirement for retrieval of theory hours is monitored by the personal tutor. Condition two is now met.

The school procedure has been amended to include the external examiner in the RPL process. Condition three is now met.

Assurance is provided the SFNME and programme standards are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	20 November 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

The documentary analysis evidences robust partnership working with all stakeholders including; students, PLPs, service users and carers in the development of the programme at strategic level. PLPs include NHS healthcare organisations, the independent sector, voluntary sector and educational establishments. The AEI has listened to the voice of stakeholders through a range of engagement activities during the development of the programme.

Representatives from the Department of Health tell us how strong relationships have been developed across Northern Ireland between all stakeholders and how they have liaised with professionals elsewhere in the United Kingdom to ensure best practice.

At strategic level we found The Future nurse Future midwife board which has representation from all stakeholder groups was established to adopt a regional approach to practice learning. A responsibility of this group is to work in partnership with the PLPs in the management of the practice learning environments. The implementation of the SSSA (NMC, 2018) and the transition arrangements for existing students to the new programme has been part of the strategic discussions. Documentary evidence through the NIPAD and guidance documents demonstrates how the AEI and the PLPs will ensure the SSSA will be met. A robust curriculum development strategy has been co-produced by this

group.

The service users and carers forum meet four times a year. The service users and carers' strategy details how they may be involved. From discussion with the service users we found robust evidence of their involvement and their role in co-production of the curriculum. Changes incorporated into the new curriculum include the use of service users in assessment, simulation and in the NIPAD. Service users, practice and academic staff from all fields have developed the multiple mini interview scenarios used in values-based recruitment and all are involved in the interview process. The service users tell us that they are valued and have an equal voice in discussion with both the AEI and PLPs.

Current students have been involved in the development of the programme. They tell us that they feel listened to and that their suggestions are acted on.

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

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

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.3 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

R1.8 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).

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

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)

No

R1.1.4 - R1.1.6 are met. Documentary analysis and finding at the approval visit confirm that the QUB operates a transparent and robust values-based approach to student recruitment and selection. Entry requirements are clearly stated.

R1.1.7 is not met. Entry assessment of digital and technological proficiency is determined by the applicant's ability to successfully complete the online application. We conclude that this is insufficient to demonstrate capability and digital literacy is not effectively assessed on admission. The team are required to provide further detail on the manner in which digital and technology literacies will be determined to meet necessary capabilities on entry to the programme.
(Condition one) (SPNP R1.1.7)

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

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

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

Yes

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)

Not Met

R1.5 is not met. Detailed mapping documents demonstrate the programme learning outcomes mapped against the Standards of proficiencies for registered nurses. Guidance is provided for prospective students. For applicants to the MSc route, 650 verifiable hours of relevant practice experience will be recognised as prior learning. This is clearly stated in the handbook for the MSc route. The university RPL policy currently allows a maximum of 60 academic credits of prior learning for entry to post graduate level study.

There's a field specific mapping document for RPL for the BSc and MSc routes against the programme learning outcomes. Mapping of the Standards of proficiency for registered nurses for all parts of the programme has been completed.

RPL claims are presented to a board of examiners. However, external examiner scrutiny prior to formal recognition of RPL claims by the assessment board could not be clarified or evidenced. Detail of the involvement of the external examiner appointed for each field of nursing practice for RPL claims is must be provided. (Condition three) (SPNP R1.5, SFNME R2.20)

The school is seeking an exemption to the university regulations which allows up to 50 percent and 90 academic credits for entry to the MSc. It's recommended that consideration is given to the amendment of the university's RPL policy to recognise up to 50 percent RPL. (Recommendation one) (SPNP R1.5)

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

R1.6 is met. Programme mapping documentation against the programme outcomes and Standards of proficiencies for registered nurses is clearly detailed. The programme team tell us that they are confident in this process. Programme information provide details of RPL for potential applicants.

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

R1.7 is met. The 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. Digital literacy skills are supported through the use of the virtual learning platform, CANVAS. The programme team tell us how the induction week before the students start the programme provides specific training and guidance for the use of computer systems and CANVAS. Students tell us that the librarians are very supportive in the development of their digital and technological skills. They tell us that CANVAS is an effective tool for learning and communication with tutors. During practice learning experiences students are supported to access the range of digital health technologies including electronic health records. Students' skills in the collection and review of digital data are developed through the third year quality improvement project.

Details of support strategies to develop the student's abilities throughout the programme are clearly identified. These include the use of online medication support packages. Each year the student will need to pass the numeracy exam in Safe Medicate at 100 percent to enable progression.

A structured programme of support for students through the process of personal development planning (PDP) is overseen by the personal tutor (PT), allocated at the start of the programme. Students tell us of high levels of support from both practice learning and academic staff. All first-year students are assigned a peer mentor from year two or three of the programme who is able to support and offer advice on many elements of the programme. Current first year students tell us that when they are in their role as peer mentors they will talk to new students, be assigned a class and act as a point of contact to support them on entry to the programme.

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

Proposed transfer of current students to the programme under review

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

Only the September 2019 cohort of students will transfer to the new programme. These students have been consulted about the change and understand the new roles of the practice supervisor, practice assessor and academic assessor. The remaining cohorts of students will not transfer to the new programme or to the SSSA. Arrangements for existing students to be upskilled in line with Future nurse standards is planned as an enhancement to the current programme. Students we met know about these arrangements that aim to ensure they will not be disadvantaged by the change in standards. These students have some understanding of the new roles for supervision and assessment and how they will be supported to upskill during the remainder of the programme. The PLPs we met explained how they will manage applying two sets of standards to practice learning in their organisations; the new SSSA and current Standards for learning and assessment in practice (NMC, 2008).

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

Documentary evidence illustrates programme mapping documentation against the programme outcome and the Standards of proficiencies for registered nurses. This is clear and detailed.

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

No

R1.5 is not met. There's no evidence of external examiner involvement or oversight of RPL claims. This doesn't meet SFNME R2.20, which requires the external examiner to consider and report on the quality of theory and practice learning which includes all parts of the programme. (Condition three) (SPNP R1.5, SFNME R 2.20)

Condition three: To demonstrate the involvement of the external examiner in the RPL process for entry to the pre-registration nursing programme. (SPNP R1.5, SFNME R2.20)

Outcome

Is the standard met?

Not Met

R1.1.7 is not met.

Capability and digital literacy are not effectively assessed on admission. The team are required to provide further detail on how digital and technology literacies will be determined for entry to the programme. (Condition one)

Condition one: To provide further detail on the manner in which digital and technological literacies will be developed to meet necessary capabilities on entry to the programme. (SPNP R1.1.7)

R1.5 is not met.

There's no evidence of external examiner involvement or oversight of RPL claims. This does not meet SFNME R2.20 which requires the external examiner to consider and report on the quality of theory and practice learning which includes all parts of the programme. (Condition three)

Condition three: To demonstrate the involvement of the external examiner in the RPL process for entry to the pre-registration nursing programme. (SPNP R1.5, SFNME R2.20)

Date: 14 November 2019

Post Event Review

Identify how the condition is met:

Condition one:

Documentation submitted by the AEI provides assurance that digital and technology literacies will be developed to meet necessary capabilities on entry to the programme. Internal processes have been reviewed and advice taken from the AEI central admissions team. As part of the admission and selection process future applicants will be required to undertake a pre-entry numeracy and digital assessment.

Condition one is now met.
SPNP R1.1.7 is now met.

Evidence:

Response from the programme development team on the conditions, 20
November 2019

Digital and technology on entry to BSc/MSc professional nursing steps undertaken
prior to entry, undated

Extract from minutes of school management board, 11 November 2019

Condition three:

The AEI provided documentary evidence that demonstrates the involvement of the
external examiner in the RPL process. The school procedure has been amended
to include the external examiner in the RPL process. An RPL flowchart is provided
which clearly details the process and time frame for ratification by the board of
examiners.

Condition three is now met.

Assurance is provided SPNP R1.5 and SFNME R2.20 are now met.

Evidence:

Response from the programme development team on the conditions, 20
November 2019

Overview of the school RPL process, 19 November 2019

RPL flowchart, 19 November 2019

Date condition(s) met: 20 November 2019

Revised outcome after condition(s) met:

Met

Condition one and condition three are now met.

SPNP R1.1.7 and R1.5 are now met.

Assurance is provided SFNME R2.20 is met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

R2.4 is met. Documentary evidence shows the design of the programme and how it will be delivered to support students in theory and practice learning across all four fields of nursing practice; adult, child, mental health and learning disabilities. The programme has been designed to introduce students to their chosen field of practice from the outset of the programme whilst gaining exposure to nursing within the four fields of nursing practice.

Exposure to other fields of nursing practice is achieved through practice experience allocations based on a hub and spoke model. For example adult field students gain exposure to care of children through a practice experience allocation with a health visitor.

Practice learning is planned for each student and this is monitored by the professional leads for each field to ensure that students will have access to care for people with complex and diverse needs across the life span. The allocation of practice learning is described and evidenced in the documentation and confirmed by the programme team, students and PLPs we met. Each student's practice learning experience profile is reviewed on a yearly basis to ensure and confirm that the required range of experience is being achieved. This is recorded on the InPlace software and in the student's OAR.

There are a mix of generic modules and field specific modules. The generic modules provide opportunities for shared learning across all fields of nursing practice. Workshops will be used to facilitate this shared learning and inter-professional learning is planned and delivered in the programme via simulation. Theory and practice have been integrated into the modules to enable better integration of theory to the student's practice. The programme team, PLPs and students we met confirm that support in theory and practice learning provides experience to support field specific learning. The practice modules are credit bearing and the AEI with PLPs tell us that this is important as students need to be able to provide evidence that underpins the care given.

Clear mechanisms for the assessment of these modules has been identified. Indicative reading lists for each field have been produced in time for students commencing the programme in September 2020.

A range of formal support mechanism for students during their programme has been identified. These include personal tutors, link lecturers, academic support and practice educators.

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

R2.5 is met. Documentary evidence and the approval process confirm that the programme structure, outcomes and module content is identified for each field of nursing practice. There are field specific as well as generic modules and each field specific pathway through the programme has been designed to enable field specific development. Students are introduced to their chosen field of practice from the outset of the programme.

The programme specification and module descriptors provide evidence that students undertaking each field of nursing practice will enable them to register with the NMC in a single field of nursing practice.

Each field of nursing has a field specific NIPAD mapped to the Standards of proficiency for registered nurses ensuring students in each field achieve the required proficiencies over the course of their programme.

The programme team provide assurance that field identity is strong from the commencement of the programme. They tell us how differentiation between the fields is achieved and how learning from practice is used to build on this. This will enable students to achieve the programme outcome and the Standards of proficiency for registered nurse enabling registration for a specific field of practice.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

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

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

R2.8 is met. Documentary analysis evidences extensive mapping to ensure that there is field specific content in the programme in relation to safeguarding, consent, law, pharmacology and medicines administration and optimisation.

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

R2.9 is met. The documentary analysis identifies that the programme structure provides an equal balance of theory and practice. Simulation has not been included in practice hours but is being used as an adjunct to support skill development, apply theoretical knowledge and develop clinical reasoning in a safe supportive environment. The programme structure has 2300 hours of theory and 2300 of practice learning. Detail of the theory-practice hours has been provided for each part of the programme. Theory and practice modules specify the hours allocated to learning. Practice learning hours are documented in the NIPAD and monitored by the PLPs and AEI. The InPlace data management system is the definitive record of theory and practice hours for each individual student.

The practice allocation model is managed with the InPlace system with oversight maintained by the AEI in partnership with the PLPs. Students will have practice experiences in their field of practice with the professional lead for each field reviewing annually the allocation.

A range of learning and teaching strategies are detailed in the programme handbook, programme specification and module descriptors. The module aims

have been mapped to the programme outcomes.

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)

N/A

The programme is not delivered in Wales.

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

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)

No

R2.12 is not met. The AEI recognises that students may miss some theory time and allows students to make up to 25 percent of missed course content through directed study. The programme team did tell us that this maximum of 25 percent of time to make up is rare. The BSc student handbook reflect this and states the expectation that retrieval of this time and associated learning will be done in consultation with the year lead. However, evidence of how this is monitored and recorded to ensure that the total programme hours are achieved in the event of absenteeism is not clear. The programme team did provide us with assurance that students attend tutorials that will cover the content of any missed theory sessions. Students confirmed to us that this is current practice and were confident that they were supported to attend additional tutorials.

Practice learning hours are recorded in the NIPAD and then logged on the InPlace data management system. Students have three placements per year with a 12-week placement at the end of the programme where they can consolidate their learning. The student's placement profile is reviewed annually to ensure they are achieving the required hours to meet the minimum programme requirements. If placement learning hours are outstanding, then they have a retrieval opportunity at the end of the programme.

The university plans to introduce the use of analytics to support their monitoring of students' directed study through their use of the online learning platform, CANVAS but at the time of the approval visit we weren't assured of a sufficiently robust approach to the monitoring of this time. The AEI must provide detail of how the 2300 hours of theory will be met for students whose attendance falls behind 100 percent. (Condition two) (SPNP R2.12)

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)

No

Not applicable. The programme leads to registration in one field of nursing practice only.

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)

No

Not applicable. The programme leads to nursing registration only.

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

R2.12 is not met.

There's no identifiable process in place for managing absence from theory sessions and how those learning hours will be retrieved by the students to ensure they meet the 2300 theory hours that the programme requires. Evidence that students complete 2300 hours of theory must be provided by the school.
(Condition two)

Condition two: The school must provide detail on how the 2300 hours of theory will be met for students where attendance is below 100 percent. (SPNP R2.12)

Date: 14 November 2019

Post Event Review

Identify how the condition is met:

Condition two: The AEI has provided documentary evidence that includes an attendance monitoring form and a student absence reporting form that will enable detailed tracking of theory hours. Students will be able to use this to evidence the theory hours they have had to retrieve, and the personal tutor is responsible for monitoring this. The amended student handbook informs students of this process.

Condition two is now met.

SPNP R2.12 is now met.

Evidence:

Response from the programme development team on the conditions, 20 November 2019

Flow chart for attendance, undated

Student declaration form, 20 November 2019

BSc/MSc professional nursing attendance monitoring form, 20 November 2019

Student absence reporting form-taught sessions evidence of making up missed theory/practical classes, 19 November 2019

Personal tutor record form, 19 November 2019

Amended BSc and MSc student handbooks, November 2019

Date condition(s) met: 20 November 2019

Revised outcome after condition(s) met:

Met

Condition two is now met.

SPNP R2.12 is now been 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

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

R3.1 is met. The documentary analysis and discussion at the approval visit details the practice learning opportunities available and how students will meet the Standards of proficiency for registered nurse across all four field of nursing practice. The practice allocation model provides opportunities for students from all four fields of nursing practice to experience delivering safe and effective care to a diverse range of people. This takes into account the need for students to have a diverse range of practice learning experiences in diverse settings including community, acute and independent sectors. The NIPAD is used to record the range of practice learning experiences, the proficiencies achieved, the student's progress and areas for further development if concerns are identified. The PLPs and the programme team are confident that the practice supervisors and practice assessors will ensure students experience the necessary range of practice learning opportunities and that they understand the NIPAD.

The senior managers tell us that they have reviewed the practice learning environments to identify experiences for students to develop the skills as identified in annexe A and annexe B of the Standards of proficiencies for registered nurses. We were assured that mechanisms are in place to facilitate and assess these skills across all four fields of nursing practice.

The AEI and PLPs told us about the robust process in place to ensure students will deliver safe and effective care. Mandatory skills and training is delivered in preparation for practice learning. Simulation is used to support this learning and skill development.

The PLPs and students told us of the processes in place to escalate concerns and are confident in the AEIs response and support in this area. We were provided with examples from the students when they raised concerns and of the support they received from the AEI. The PLPs tell us how they manage concerns about students and the process they follow. Students are made aware of these processes in the programme handbook. Students complete practice evaluation forms and have opportunities to feedback on their practice learning in various forums. There are regular meetings with the AEI and the PLPs to monitor the practice learning opportunities available and the student learning experience.

The PLPs are confident that the practice supervisors and practice assessors will

ensure students experience appropriate practice learning opportunities. Profiles of the practice learning environments provided by the team clearly identify the learning opportunities available. Educational audits are undertaken in consultation with the PLPs which detail the learning opportunities available. The AEI monitors the student's practice experiences profile on an annual basis to provide assurance that each student is having appropriate learning opportunities. In addition to this being recorded in the NIPAD it's recorded on the InPlace data management system. The programme development team, PLPs and students confirm that they experience learning opportunities appropriate to their field of nursing practice.

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

R3.2 is met. Documentation shows that all students will undertake nine practice learning experiences during the programme which will be in a variety of settings enabling them to meet the holistic needs of people of all ages. This practice experience will be in community or hospital-based settings, non-hospital locations such as special schools and nursing homes, and within the private, voluntary and independent sector (PVI) and charitable organisations.

The strategic programme board has adopted a regional approach to the implementation of the Future nurse standards including for practice learning environments (PLEs). Educational audits, field profiles and mapping of practice learning opportunities by practice and AEI staff has led to the development of appropriate resources and practice models to ensure consistent and quality practice learning experiences.

All practice learning experience allocations are managed through InPlace, the placement management system and offers students exposure to practice learning environments across all four fields of nursing.

When in clinical practice, students work a 37.5-hour week with shift pattern determined by the practice area allowing them to experience the 24/7 hours of the care cycle. Students record all practice learning in the NIPAD.

The regional audit tool evidences the capacity, facilities and resources available in each PLE to deliver safe and effective learning opportunities and practical experience for students to meet their learning outcomes.

There are processes in place to enable escalation of concerns including responses to the Regulation and quality improvement authority reports (RQIA). The AEI was able to demonstrate through their self assessment report that exception reporting

occurred in response to RQAI reports. The senior academic managers confirm a partnership approach is taken to mitigate against any risk to the students learning in PLP organisations. Documentary evidence details actions implemented to support the PLPs and learning environment if concerns are raised about the quality of care being delivered.

Students complete evaluations of their practice experience and there are other points in the programme where they can give feedback. We were provided with examples of action taken as a result of feedback from the students we met. An established practice partnership forum meets quarterly and identifies actions that need to be resolved. Findings from the approval process confirm that effective communication channels exist between the AEI and PLPs to jointly monitor the quality of the learning environment.

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

R3.3 is met. The documentary evidence and discussion with the AEI and PLPs confirms that practice learning opportunities will provide students with opportunities to meet the communication and relationship management skills and nursing procedures as set out in Standards of proficiency for registered nurses. We are assured by PLPs we met that training plans are in place to upskill practice supervisors and practice assessors as required to support students to develop these skills.

The NIPAD has been mapped to the Standards of proficiency for registered nurses and annexe A which focuses on communication and interpersonal relationships skills. Similarly, the nursing procedures in annex B are also encompassed. The field specific practice modules are linked to the NIPADs and these are utilised to detail the skills required at each progression point in the programme.

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

R3.4 is met. Programme documentation has identified the use of technology

enhanced and simulation-based learning opportunities to support learning and assessment. There's a strategy for the use of simulation in pre-registration nurse education. Simulation will be used for both mandatory skills and as an adjunct to support skill development as well as to develop clinical reasoning in a safe, supportive environment. The programme team and stakeholders tell us of the new interprofessional learning (IPL) simulation centre that is being developed for September 2020 which will further support students to build their confidence and skills before practice learning experiences. The programme team tell us of their experience and research in the use of simulation. Students tell us how simulation activities can be recorded and used to develop their reflection and feedback skills. Service users and carers we met tell us of their involvement in simulation currently and this is to expand to include service users from all fields of nursing practice.

Discussion with the AEI tell us how they use Canvas as their virtual learning platform, and this will be used to support e-learning packages to compliment face to face teaching and learning. This technology enhanced learning provided through Canvas will provide students with opportunities to engage in interactive activities and allow them to test their own learning in preparation for engagement in the classroom. Online learning packages such as safe medicate is used to support student learning and assessment. Within the practice learning environment student tell us the they engage in online interfaces such as patient records and that they use a variety of digital medical devices in their clinical practice.

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

R3.5 is met. There's a process in place to take account of the students' individual needs and personal circumstances including the allocation of their practice learning experiences. A support package based on a student needs according to the academic and practice requirements of the programme will be provided for the individual student. It's the student's responsibility to discuss their reasonable adjustment plan (RAP) with their allocated practice supervisor when in a practice learning allocation. Students are advised of this in their NIPAD and in their programme handbook. The PLPs tell us how they support students and students gave examples of the support offered to them to support their learning when reasonable adjustments were required.

Documentation is clear that in rare cases it may not be possible for students to continue on their programme of study if after all options for support or reasonable adjustment have been explored, they are unfit to study or their fitness to practise is impaired.

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

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 14 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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

*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

R4.1 is met. The AEI works in partnership with a large number of PLPs. The documentary analysis confirms that there's an established and effective mechanism in place to support the supervision and assessment of students. Placement agreements detail the responsibility and roles of each organisation.

The AEI and PLPs have agreed a strategy and produced guidance on how the new roles of practice supervisor, assessor and academic assessor will be implemented including ongoing support and development. A timeline for this implementation has been established. The NIPAD acknowledges the roles identified in the SSSA and the signature entries.

PLPs explained the process of how practice supervisors and practice assessors will be allocated. The programme team confirmed to us the arrangements for the allocation of the academic assessor for each part of the programme. Outlines of the roles and responsibilities are provided to students in programme handbooks.

The AEI and students told us that link lecturers visit the students in the practice learning environment. We also heard that practice education facilitators also support students and monitor their progress.

Robust governance arrangements are in place to manage risk associated with

practice learning. We are assured that effective risk management approaches are in place and are mobilised as required to ensure public safety.

The programme is supported by appropriately qualified academic staff. There's a clear staff development policy which includes mandatory training in equality and diversity. The university senior management representatives we met report that arrangements are in place to resource additional roles to support skills teaching.

There's a clear process for the evaluation of theory and practice learning at programme and module level. The student voice is captured through a course representative system and through student surveys. Students we met gave examples of the support available to them and told us this was easily accessible.

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentation and the approval process evidences that a regional approach has been taken to implement the SSSA. A regional group has devised a regional framework for practice learning and student supervision and assessment.

Placements, and practice supervisor and practice assessor capacity will continue to be monitored as part of the educational audit cycle. We heard how amendments to this are managed and oversight is maintained at senior management level both in the AEI and with the PLPs through their robust governance processes.

Practice learning agreements recognise the roles and responsibilities of all those involved in the practice learning of students to ensure that all students are appropriately supported and supervised. There are clear role descriptors for all staff involved in the supervision and assessment of students.

The close partnership working between the AEI and PLPs have developed and agreed clear criteria for the selection and preparation of practice supervisors and practice assessors. PLPs confirmed the arrangements that are in place to prepare practice supervisors and practice assessors. Existing staff will be supported to transfer to the practice supervisor and practice assessor roles. For new staff, a multi-mode delivery package has been developed and this includes face to face learning, e-learning, scenarios and videos. A series of roadshows have already taken place. PLPs demonstrate a clear understanding of their responsibilities including the requirement of time allocation for these roles.

The nominated person for each learning environment will be a senior nurse and will be identified on the practice learning environment education audit (PLEEA).

This is signposted to students when allocated their practice learning experience area.

Ongoing development and support for the nominee, practice supervisors and practice assessors will be identified through the appraisal process, re validation and by reflective practice.

Documentary evidence identifies the communication arrangements in place for the new roles. Escalation of concerns forms part of this arrangement. The NIPAD and supporting handbook provides this detail to students.

The academic assessor will hold relevant qualifications as required by the university and have completed an academic assessor preparation programme. Supporting documents confirmed this arrangement. The AEI informed us of how they will transfer all current link tutors and practice tutors to the academic assessor role. A training plan has been identified to support this transition.

A register of practice assessors will be maintained by each NHS Trust and the AEI will maintain a register of practice assessors for the PVI sector. An academic assessor database will be maintained by QUB. The database will ensure that academic assessors are allocated to students in alternate years and have the required experience in the students' field of practice.

We are assured that all students are supernumerary and will be allocated a practice supervisor for every practice learning experience, a nominated practice assessor for each practice learning allocation or series of practice allocations and a nominated academic assessor for each part of the programme.

The NIPAD provides a structured and comprehensive approach to practice learning, supervision and assessment. Guidelines are included in student and practice supervisor and practice and academic assessor facing documentation detailing the roles of practice and academic staff in the support, supervision and assessment of practice learning. The AEI and PLPs demonstrate that they have a robust framework in place to monitor and review student progress in line with the SSSA requirements.

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

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

R4.4 is met. The AEI's learning and teaching strategy clearly identifies feedback to students as a key component to successful progression and achievement. Documentary analysis identifies that students will receive feedback from a range of professionals, including PLPs, personal tutors and academic staff.

The programme design includes a clear assessment landscape which provides opportunities for formative and summative feedback to students. The programme team and students we met told us how peer feedback is used within the programme.

Feedback from a range of stakeholders, including practice supervisors and assessors and service users and carers, is a feature of the NIPAD. The OAR provides a structured approach to providing feedback to the student on their achievements as they develop their practice learning and progress through the programme.

Service users we met tell us that they provide feedback when engaged in the student selection process and in objective structured examinations (OSCEs). They felt that this is valued by students and the AEI.

Students tell us the AEI is supportive and responsive in providing feedback and acting on feedback. The students report they are able to use this feedback to guide their development both academically and in the practice learning environment.

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

R4.5 is met. Documentary evidence identifies that there's mapping documents in place which detail the Standards of proficiencies for registered nurses and the programme learning outcomes illustrating where they will be met in the programme for each field of nursing practice. These included mapping of practice learning

experiences for each field of practice. The AEI has adopted an integrated theory practice modular framework to ensure classroom learning is applied to practice. The practice modules are directly linked to the practice learning environments. The NIPAD is mapped to the Standards of proficiencies for registered nurses.

Documentation details and the PLPs and the AEI confirm how they work together to identify the individual students training needs. All modules on the programme are compulsory ensuring the Standards of proficiency for registered nurse and the programme outcomes can be achieved for each field of nursing practice.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

Yes

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

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

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

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *14 November 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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.

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

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

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

N/A

There's no fallback award with registration.

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

Yes

Outcome

Is the standard met?

Met

Date: 14 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
The information in the university student handbook is signposted and integrated into programme handbook.	
List additional documentation:	

Adult field indicative reading list, October 2019
Child field indicative reading list, October 2019
Mental health field indicative reading list, October 2019
Learning disability field indicative reading list, October 2019
BSc professional nursing NMC standards module learning objectives all fields mapping for RPL, October 2019
BSc professional nursing NMC standards module learning objectives children and young people, October 2019
BSc professional nursing NMC standards module learning objectives mental health, October 2019
BSc professional nursing NMC standards module learning objectives learning disabilities, October 2019
BSc professional nursing NMC Standards programme learning outcomes mapping screenshot; QUB fees and finance, student support fund, undated
Graduate entry MSc professional nursing NMC standards mapping module learning outcomes all fields including RPL, October 2019
Graduate entry MSc professional nursing NMC standards mapping programme learning outcomes all fields including RPL, October 2019
HSC clinical education delivery plan April 2020-March 2021, undated.
Graduate entry MSc professional nursing student handbook amended, October 2019
Users and carers group-screen shot of website, October 2019
NMC extension letter for mentorship, 17 April 2019
Under graduate student handbook amended, October 2019
BSc Hons professional nursing curriculum document, amended, October 2019
Approval visit presentation, 23 October 2019
Signed practice learning agreements, 21 October 2019
Updated 20 November 2019
Response from the programme development team on the conditions, 20 November 2019.
Digital and technology on entry to BSc/MSc professional nursing steps undertaken prior to entry, undated.
Extract from minutes of school management board, 11 November 2019
Overview of the school RPL process, 19 November 2019
RPL flowchart, 19 November 2019
Flow chart for attendance, undated
Student declaration form, 20 November 2019
BSc/MSc professional nursing attendance monitoring form, 20 November 2019
Student absence reporting form-taught sessions evidence of making up missed theory/practical classes, 19 November 2019
Personal tutor record form, 19 November 2019
Amended BSc and MSc student handbooks, November 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: February 2019, adult September 2019, learning disabilities September 2019, mental health September 2019, adult September 2018, adult September 2018, child September 2016, child	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation	
Educational audits were included as evidence by the AEI and viewed as part of the documentary review; see narrative within the body of the report.	
Advised that no systems regulator reports were required for review as no exception reporting identified.	

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	Elizabeth Gormley-Fleming Sandra Stephenson	Date	14 November 2019
Checked by	Bernadette Wallis	Date	19 December 2019
Submitted by	Lucy Percival	Date	2 January 2020
Approved by	Leeann Greer	Date	3 January 2020