

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Solent University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Ashley Grange Residential Care and Nursing Home Hampshire Hospitals NHS Foundation Trust Southern Health NHS Foundation Trust Portsmouth Hospitals NHS Trust Salisbury NHS Foundation Trust University Hospital Southampton NHS Foundation Trust Isle of Wight NHS Trust Solent NHS Trust Derby Road Group Practice Portsdown Group Practice Julia's House Naomi House and Jacksplace The Rowans Christchurch Medical Practice St Magnus Hospital / Rosemary Park Forest Care Lovemead Practice Sussex Community NHS Foundation Trust Avon Valley Practice</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Adult Nursing Practice Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Nursing Degree Apprenticeship route - Adult Title of programme: BSc (Hons) Adult Nursing Practice - apprenticeship Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	

<b>Date of approval</b>	12 November 2019
<b>QA visitor(s):</b>	Registrant Visitor: Lesley Saunders Lay Visitor: Jayne Walters

**Section two**

**Summary of review and findings**

Solent university (SU), the approved education institution (AEI) has presented programme documentation for the approval of a full-time three-year direct entry undergraduate nursing programme in adult nursing, BSc (Hons) adult nursing practice and a three-year and four-months BSc (Hons) adult nursing practice registered nurse degree apprenticeship programme (RNDA), leading to registration with the Nursing and Midwifery Council (NMC).

Programme documentation confirms evidence of effective partnership working between SU and key stakeholders. The programme is developed in consultation with practice learning partners (PLPs), students and service users and carers (SUC). They agree a standardised practice assessment document across the region to provide quality learning in practice for all pre-registration nursing students. SU are using the Pan South practice assessment document (PAD), an online practice assessment document developed in conjunction with Health Education England Wessex (HEE).

Programme documentation is comprehensive for both routes. The programme demonstrates currency and innovation in teaching and learning, including use of simulation-based learning. Arrangements at programme level for the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met. Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

For the RNDA route the employer PLPs are Isle of Wight NHS Trust (St Mary's Hospital), Portsmouth Hospitals NHS Trust (Queen Alexandra Hospital), Solent NHS Trust, University Hospital Southampton NHS Foundation Trust (Southampton General Hospital), Southern Health NHS Foundation Trust (Royal Hampshire County Hospital, Winchester City Integrated Care Team, Romsey Integrated Care Team, Fordingbridge Hospital), Hampshire Hospitals NHS Foundation Trust (Andover War Memorial Hospital including Countess of Brecknock Hospice), Salisbury NHS Foundation Trust (Salisbury District Hospital). Practice agreements between SU and each of these are provided at the approval event.

Theory and practice sit in separate modules and students on the RNDA programme are taught alongside students on the direct entry programme. Students on the RNDA programme are in part-time employment with their employer.

There are a number of areas for improvement identified in a Care Quality Commission (CQC) report for Hampshire Hospitals NHS Foundation Trust. Action plans created in partnership demonstrate strategic assessment of risk to students' practice learning. Actions taken and a monitoring strategy to prevent future risk is

documented. SU has a documented monitoring strategy created in partnership to prevent future risk to students' practice learning.

The programme is recommended to the NMC for approval subject to four specific conditions. Visitors made one recommendation. The university made three conditions and one recommendation.

Updated 8 January 2020:

The university has provided documentary evidence to meet the NMC and university conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<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>Condition one: SU must provide an implementation plan demonstrating inter-professional learning (IPL) and working in theory and in practice programme delivery. (SFNME R1.13, R3.16; Standards for pre-registration nursing programmes (SPRNP) R2.1)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: SU must provide mapping for recognition of prior learning (RPL) claims to the Standards of proficiency for registered nurses. (SFNME R2.8; SPRNP R1.5, R1.6)</p> <p>Condition four: SU must ensure appropriately qualified and experienced external examiners consider and report on the quality of RPL. (SFNME R2.20; SPRNP R1.5, R1.6)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p>

	<p>Condition three: SU must provide detailed mapping demonstrating the NMC Standards of proficiency for registered nurses are met. (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition five: Enhancement of course handbook to include indicative assessment dates for both formative and summative assessments. (University condition)</p> <p>Condition six: Review assessment weightings across all levels (to include presentation duration and group size) to ensure parity across the provision. (University condition)</p> <p>Condition seven: Explicitly state research evidence-based practice in relevant module descriptors. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>6 January 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: SU are advised to develop a strategy and implementation plan to describe the allocation of student practice learning. (SFNME R3.16; SPRNP R3.1)</p> <p>Recommendation two: Narrative of module descriptors to be aligned to discussed exemplar, particularly around 'Why is this module important?' and formative and summative assessment description. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>IPL and working in theory and in practice programme delivery. Allocation of student practice learning.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

SU has provided documentation to meet the NMC conditions and the university conditions.

There's an implementation plan demonstrating IPL and working in theory and in practice programme delivery. There's oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions.

Mapping for RPL claims to the Standards of proficiency for registered nurses and evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL is been provided by the programme team.

There's mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. This is demonstrated in course specification documentation for both routes.

The programme handbook includes indicative assessment dates for both formative and summative assessments. Assessment weightings across all levels are reviewed including presentation, duration and group size. Research evidence-based practice is explicitly stated in relevant module descriptors.

The conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> No
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	8 January 2020

**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*

We found strong evidence of effective partnerships at all levels between SU, PLPs, SUC and students. There is evidence of a strong collaborative process in the development of the new programme. At the approval visit PLPs describe SU as a proactive organisation that engages fully with them for developing the programme. Programme documentation and the approval process demonstrate there are effective partnership arrangements for maintaining the practice learning environment and for effective support of practice supervisors and practice assessors. This includes developing a learning package between SU and PLPs for identifying and preparing practice supervisors and practice assessors. We are assured there are sufficient practice supervisors and practice assessors for all students.

SUC tell us relationships with, and support from the programme team are very positive and their activities are valued by students and the academic team. SUC

identify involvement in programme delivery and assessments through simulation-based learning and objective structured clinical examination (OSCE), where their feedback on student performance is actively sought. SUC confirm they receive training and are supported and supervised by the programme team to contribute to assessing students, SUC are identified as co-producers of interview questions. SUC confirm their involvement in this. PLPs and the programme team are responsible for interviewing applicants and SUC are involved in the face to face interview process. Students confirm PLPs and SUC are always involved in interviews alongside programme staff. Equality and diversity training is available for those service users who are engaged in selection and recruitment. SUC are involved in the development of the programme as presented to them and are to be included in the programme development team going forward. There's evidence in the PAD of SUC involvement in student assessment through simulation-based learning and practice. Students report SUC input into their teaching, simulation-based learning and practice assessments. The PAD demonstrates SUC views are sought with respect to the care students give in practice.

Students are positive about their programme and support from SU. Students provide positive feedback about the theoretical and practice elements of the programme and feel their voice is heard by the programme team. They confirm changes are made in response to their feedback. Students who are about to complete their first year of the current BSc programme and RNDA programme will transfer directly onto the second year of the new programme in September 2020, A mapping document is provided. They tell us they're well prepared for this and are anticipating a smooth transfer to the new programme. There is no evidence of programme oversight and monitoring linked to theory and practice for IPL opportunities with wider health professions. (Condition one) (SFNME R1.13, R3.16; SPRNP R2.1)

**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**

***Not Met***

There is no evidence of programme oversight and monitoring linked to practice and IPL opportunities with wider health professions. (Condition one) (SFNME R1.13, R3.16; SPRNP R2.1)

**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**

There is no evidence of programme oversight and monitoring linked to practice and IPL opportunities with wider health professions.

Condition one: SU must provide an implementation plan demonstrating IPL and working in theory and in practice programme delivery. (SFNME R1.13, R3.16; SPRNP R2.1)

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team has provided a programme IPL implementation plan to demonstrate IPL and working in theory and programme delivery.

Evidence:

SU (all) nursing courses IPL strategy, undated

SU school of sport, health and social sciences (SSHSS) IPL strategy, 2018

Condition one is met.

**Date condition(s) met:** 8 January 2020

**Revised outcome after condition(s) met:**

**Met**

Condition one is 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)**

**Yes**

**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. SU's policy states RPL can be used for up to two-thirds of a programme. Programme documentation states an exemption for nursing programmes and RPL can be used for 50 percent of the programme and complies with Article 31 (3) of Directive 2005/36/EC.

The course specification document doesn't provide information about RPL. There's a mapping document which maps RPL claims to module learning outcomes but not to the NMC Standards of proficiency for registered nurses. (Condition two) (SFNME R2.8; SPRNP R1.5, 1.6). There's an internal moderation process. Information is provided in the programme handbook but this is a student, rather than applicant facing document. No information is provided for applicants. SU don't provide evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL. (Condition four) (SFNME R2.20; SPRNP R1.5, R1.6)

**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)**

***Not Met***

R1.6 is not met. SU provide mapping documentation which maps RPL claims to module learning outcomes but not to the NMC Standards of proficiency for registered nurses. The course specification document doesn't provide information about RPL. (Condition two) (SFNME R2.8; SPRNP R1.5, R1.6)

Information is provided in the course handbook but this is a student, rather than applicant, facing document. No information is provided for RPL for registered nurses. No information is provided for applicants. SU don't provide evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL. (Condition four) (SFNME R2.20; SPRNP R1.5, R1.6)

**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. Programme documentation and the approval process confirms candidates' capability to develop numeracy skills. These are assessed online in the admission process. Candidates must demonstrate proficiency in English language through having general certificate of secondary education (GCSE) English at grade C/four or above. Candidates' spoken English is assessed in group work activity and face to face interviews which are part of the selection process. Documentary evidence confirms SU has an effective approach to assessing candidate's digital and technological capability as part of the selection process. The programme team and documentation indicate support for numeracy, literacy, digital and technology literacy delivery throughout the programme.

The Pan South PAD and ongoing record of achievement (OAR) are linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Students confirm using a number of online learning tools including an online PAD/OAR, medicines management software and the Solent virtual learning environment (VLE), Solent online (SOL). The programme team tell us the university offers a range of learning resources to support developing numeracy, literacy, digital and technological literacy skills for students.

*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**

Programme documentation and the approval process confirms first year students on the current pre-registration nursing programme will transfer to the second year of the new pre-registration nursing programme. SU ensure programme learning outcomes and proficiencies meet the SPRNP (NMC, 2018). There's evidence current students' learning in theory and practice is mapped to programme standards. First year students on the current BSc pre-registration programme and RNDA route confirm they're well supported and prepared by the programme team to transfer. They are looking forward to engaging with the new programme. Transfer to the new programme and the SSSA will occur from September 2020. Any students on interrupted studies will return to the new programme and have programme outcomes mapped to the new Standards.

**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**

**Not Met**

SU provide documentation which maps RPL claims to module learning outcomes but not to the NMC Standards of proficiency for registered nurses. The course specification document doesn't provide information about RPL. (Condition two) (SFNME R2.8; SPRNP R1.5, R1.6)



Information is provided in the programme handbook, but this is a student, rather than applicant, facing document. No information is provided for applicants.

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

**No**

There's no mapping for RPL to the NMC Standards of proficiency for registered nurses. The course specification document doesn't provide information about RPL. (Condition two) (SFNME R2.8; SPRNP R1.5, R1.6)

SU don't provide evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL. (Condition four) (SFNME R2.20; SPRNP R1.5, R1.6)

**Outcome**

**Is the standard met?**

**Not Met**

There's no mapping for RPL to the NMC Standards of proficiency for registered nurses. The course specification document doesn't provide information about RPL.

Condition two: SU must provide mapping for RPL claims to the Standards of proficiency for registered nurses. (SFNME R2.8; SPRNP R1.5, R1.6)

SU don't provide evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL.

Condition four: SU must ensure appropriately qualified and experienced external examiners consider and report on the quality of RPL. (SFNME R2.20; SPRNP R1.5, R1.6)

**Date: 12 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team has provided mapping for RPL claims to the Standards of proficiency for registered nurses.

Evidence:

Solent university recognition of prior learning credit transfer, version 1.8, June 2018

RPL guidance (for nursing and nursing associate learners), undated

Condition two is met.

Condition four: The programme team has provided evidence of opportunity for appropriately qualified and experienced external examiners to consider and report on the quality of RPL.

Evidence:

Solent university recognition of prior learning credit transfer, version 1.8, June 2018

RPL guidance (for nursing and nursing associate learners) (undated)

Condition four is met.

**Date condition(s) met:** 8 January 2020

**Revised outcome after condition(s) met:**

***Met***

Condition two is met.

Condition four 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)**

**No**

R2.1 is not met. There is no evidence of programme oversight and monitoring linked to practice and IPL opportunities with wider health professions. (Condition one) (SFNME R1.13, R3.16; SPRNP R2.1)

**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)**

**No**

R2.3 is not met. The Standards of proficiency are mapped in the PAD. The programme team have provided a mapping document which maps the RPL claims to module learning outcomes but not to the NMC Standards of proficiency for registered nurses. There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses. (Condition three) (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)

*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. Documentation and the approval process confirm the design and delivery of the programme supports students in both theory and practice across all four fields of nursing in both the BSc (Hons) and RNDA routes. Documentary evidence confirms students experience learning, teaching, simulation-based learning and practice learning across the four fields of nursing. Students confirm they have practice placement experiences and learning in university across the four fields of nursing. They confirm support from the programme team and PLPs for learning in theory and practice.

**Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)**

**Met**

R2.5 is met. Documentation and the approval process confirm field specific learning outcomes and content are identified in the module descriptors. The programme team confirm field specific learning will be further applied in face to face learning. Students confirm field specific teaching and learning in the adult field of nursing practice. Students and PLPs confirm students are prepared for entering the register in the adult field of nursing practice.

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

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

**No**

R2.6 is not met. There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. (Condition three) (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5).

The Standards of proficiency for registered nurses are mapped in the PAD and a mapping document is provided to confirm this.

**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. The PAD and the approval process demonstrate mapping is undertaken in the programme design for field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

There's documentary evidence these topics are delivered in the theoretical parts of the programme. Students and PLPs confirm adult field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in taught material.

**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. Documentary evidence and the approval process confirm the programme structure is equally balanced for theory and practice learning and meets the NMC requirements. The minimum requirement of 2300 hours in both theory and in practice learning is met. A range of teaching and learning strategies are described in programme documentation. For example, lectures, seminars, simulation laboratory experience, technology enhanced learning strategies

including online learning and scenario-based group activities. Module aims, descriptors and outcomes are appropriate for the programme. Hours in university are monitored with an attendance monitoring system. Hours in practice are monitored in the PAD and confirmed by practice supervisors. This ensures practice hours are achieved and the European working time directive is not exceeded. If required, students on the direct entry and RNDA routes are given additional practice time to retrieve unmet practice hours and they complete a learning log to retrieve unmet theory hours. Students say they're supported by PLPs and SU to achieve the required theory and practice hours. Students tell us they are supported in gaining and recognising opportunities for exposure to other fields by the programme team and by practice supervisors and practice assessors. Exposure to other fields is recorded through reflective accounts in the PAD. A hub and spoke practice allocation model is used for both routes of the programme which demonstrates achievement of designated programme hours.

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

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

**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**

**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**

**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**

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**

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

**No**

There is no evidence of programme oversight and monitoring linked to practice and IPL opportunities with wider health professions. (Condition one) (SFNME R1.13, R3.16; SPRNP R2.1)

There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses. (Condition three) (SFNME R2.2, R2.3; SPRNP R2.3, R2,6, R4.5)

**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***

There is no evidence of programme oversight and monitoring linked to practice and IPL opportunities with wider health professions.

Condition one: SU must provide an implementation plan demonstrating IPL and working in theory and in practice programme delivery. (SFNME R1.13, R3.16; SPRNP R2.1)

There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of



practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses.

Condition three: SU must provide detailed mapping, demonstrating the NMC Standards of proficiency for registered nurses are met. (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)

**Date: 12 November 2019**

### **Post Event Review**

#### **Identify how the condition is met:**

Condition one: The programme team has provided a programme IPL implementation plan to demonstrate IPL and working in theory and programme delivery.

Evidence:

SU (all) nursing courses IPL strategy (undated)

SU SSHSS IPL strategy, 2018

Condition one is met.

Condition three: There's detailed mapping provided of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice.

Evidence:

SU: course specification UCAS BSc (Hons) adult nursing practice: 2020/21

SU: course specification RNDA BSc (Hons) adult nursing practice, 2020/21

Condition three is met.

**Date condition(s) met: 8 January 2020**

#### **Revised outcome after condition(s) met:**

#### ***Met***

Condition one is met.

Condition three is 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. SU provide an exemplar practice placement plan. Students and PLPs confirm students are able to access spoke placements to experience delivering 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. PLPs confirm students on the RNDA route will undertake external practice placements with other PLPs to experience delivering safe and effective care to a diverse range of people across all four fields of nursing practice. Evidence of meetings with PLPs and students confirm a range of practice placement learning opportunities are available to students on both routes of the programme. They confirm PLPs have reciprocal arrangements to ensure students on the RNDA route have a range of practice learning opportunities and exposure to comprehensive 24-hour care. Practice learning opportunities are outlined in programme documentation and indicate they'll allow students to meet the Standards of proficiency for registered nurses across all the four fields of nursing. Students confirm the range and variety of practice learning environments they have. There are alternative practice learning experiences for each field of nursing practice allowing students to develop knowledge, awareness and skills in supporting SUC from outside the student's chosen field of adult nursing practice. SU shares some practice learning areas with other AEs. Documentation shows signed practice learning agreements with PLPs and meetings take place between SU, PLPs and other AEs to ensure adequate practice placement capacity. SU confirm they are in the process of developing their strategy for student practice learning. (Recommendation one) (SFNME R3.16; SPRNP R3.6)

**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. Programme documentation and the approval process outline initiatives which ensure students experience a variety of practice learning environments and these environments are of appropriate quality. We find practice learning experiences will prepare students to meet the holistic needs of people of all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. Students on the RNDA route experience practice placements with their employer and are allocated to practice placements external to their employer to experience the variety of practice learning experiences and to meet the holistic needs of people of all ages. SU has

placement agreements with PLPs and a practice placement educational audit system. This is completed in partnership with SU and PLPs and accessed on a shared database. In practice areas shared with other AEs the educational audit is completed by one of the AEs and shared. These systems are monitored through regular meetings with SU, PLPs and student representatives. Any issues raised from practice or educational audit are investigated and appropriately dealt with through a placement concern process. Any areas of concern impacting on student learning are investigated. Where necessary action plans are put in place and monitored. If actions plans are not adhered to or the practice placement is not a quality learning environment, students are withdrawn from the practice placement until such time as issues are addressed. This information is reported to the NMC via the exception reporting procedure. There are a number of areas for improvement identified in a CQC report for Hampshire hospitals NHS Foundation Trust. Action plans created in partnership demonstrate strategic assessment of risk to students' practice learning. Actions taken and a monitoring strategy to prevent future risk is documented. Students confirm they complete placement evaluation documentation and these contribute to practice placement monitoring.

**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. Programme documentation and the programme development team confirm practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses, within the adult field of nursing practice. Students confirm they're supported in practice by link lecturers, alongside practice supervisors and practice assessors, to aid their development in communication and relationship management skills. Students tell us skills are appropriate for their level of learning and there are opportunities to develop these skills as they progress through the programme. Students are assessed in these attributes in the PAD.

**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 and the approval process confirm technology enhanced and simulation-based learning opportunities are used

effectively and proportionately to support learning and assessment. The programme uses the VLE, SOL, including e-learning packages for numeracy and digital literacy. These complement face to face teaching and learning. Students and PLPs confirm SOL is a useful tool for students on the programme. Scenario based teaching and learning strategies are used involving SUC and role play.

PLPs and students confirm technology enhanced and simulation-based learning occurs in practice where technology enhanced equipment is available. Documentary evidence confirms the adult field of practice complies with Article 31 (5) of Directive 2005/36/EC.

**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. Processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. SU and PLPs confirm these adjustments may require alterations to practice placement shift patterns, practice placement location or the provision of specific equipment such as amplified stethoscopes. Students tell us they're fully supported with regard to reasonable adjustments for disabilities when allocated to practice learning environments. Documentation confirms processes are in place to take account of students' individual needs and personal circumstances when engaging with university learning. Reasonable adjustments are made as appropriate to student learning and assessment processes to support students in the university and in practice. Students confirm they know about reasonable adjustment processes and are able to access a range of academic and welfare services provided by SU.

*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: 12 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. Programme documentation and the approval process confirm SU and PLPs have developed and agreed guidelines for the new roles of practice assessor, practice supervisor and academic assessor and how they'll be implemented. PLPs tell us they participate in regular SSSA meetings which aim to ensure consistency across different practice learning settings. The PAD shows evidence of accountability and partnership between PLPs and SU and evidence of increasing independence as students progress through the programmes. There's evidence in the PAD students must gain informed consent from SUC. Students tell us they are supernumerary when in practice placement areas. SU and PLPs confirm fitness to practice processes and collaborative working for students on the direct entry and RNDA routes. SU, PLPs and employers (when the PLP isn't the employer) communicate in cases of fitness to practice for students on the RNDA route. Students and student facing documentation confirm processes for escalating concerns. The approval visit provides evidence for placement agreements between SU and all PLPs involved in the RNDA route.

**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. Documentary evidence and the approval process confirm students will be supported and assessed in accordance with the SSSA. PLPs confirm robust plans are in place to identify and prepare practice supervisors and practice assessors. The roles of practice supervisor and practice assessor are fully outlined in programme documentation. PLPs tell us they understand these roles. PLPs will identify registered nurse practice staff who have appropriate skills to become a practice assessor. SU prepare practice assessors jointly with PLPs. Existing registered nurse mentors will undertake preparation for practice supervisor and/or practice assessor and receive ongoing support in their new role. Preparation includes the specific details of the programme along with their responsibility and accountability for supporting student learning, assessment and progression. Preparation materials are developed in partnership between SU, PLPs and other AEs sharing practice placements. Academic assessors are identified by SU and



they're prepared for the role through a series of workshops facilitated by the programme team. We are assured there's a different academic assessor for each part of the programme.

*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. Documentation demonstrates there are processes in place to provide students with feedback throughout the programme to support their development. SU have a formative and summative assessment strategy. The programme team and students confirm various assessments including case study writing, group poster presentation and development of public health materials. The PAD provides opportunities for students to receive feedback from practice supervisors, practice assessors and SUC about their progress in practice learning and provides opportunities for both formative and summative assessment. Practice supervisors and practice assessors record their decisions on student progress and proficiency in the PAD. Students receive further feedback via the ORA and skills annexe.

There are opportunities for SUC to provide feedback in the PAD and aspects of theory learning. Students confirm they receive written feedback on academic work. They're able to discuss their feedback with the academic team. Students tell us their feedback is timely and useful for their development. Students and PLPs confirm they're supported in, and fully informed on, the implementation of the PAD.

**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)**

**Not Met**

R4.5 is not met. PLPs and SU work in partnership to address training needs for staff so students can achieve the Standards of proficiency for registered nurses. Practice supervisor, practice assessor and academic assessor preparation is monitored through partnership meetings. Students confirm they give feedback on their learning and assessment experience. Link lecturers provide support to practice supervisors, practice assessors during face to face meetings and through telephone contact. This provides additional ad hoc support. The programme team provide ongoing support for academic assessors during monthly meetings. The RNDAs programme handbook is aligned to the institute for apprenticeships (IFA) standards but makes no reference and is not mapped to NMC Standards of proficiency for registered nurses. (Condition three) (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)

*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**

**No**

There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses. (Condition three) (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses.

Condition three: SU must provide detailed mapping, demonstrating the NMC Standards of proficiency for registered nurses are met. (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R4.5)

**Date: 12 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition three: There's detailed mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice.

**Evidence:**

SU: course specification UCAS BSc (Hons) adult nursing practice: 2020/21

SU: course specification RNDA BSc (Hons) adult nursing practice, 2020/21

Condition three is met.

**Date condition(s) met:** 8 January 2020

**Revised outcome after condition(s) met:**

***Met***

Condition three is met.

**Standard 5. Qualification to be awarded**

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

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

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

*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 is no fall back exit award with eligibility to register 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**

**Outcome**

**Is the standard met?**

**Met**

**Date: 12 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	Yes
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)	No
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	No
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	
There's no mapping for RPL to the NMC Standards of proficiency for registered nurses. The course specification document doesn't provide information about RPL. This is subject to and met in condition two.	

There is no mapping of curriculum and practice learning content reflecting the Standards of proficiency for registered nurses and each of the four fields of practice. The programme outcomes are mapped to the platforms and annexes but not to the Standards of proficiency for registered nurses. This is subject to and met in condition three.

List additional documentation:

Programme team presentation to the approval panel, 18 November 2019  
NMC register check for programme leaders and external examiners

Post visit evidence:

SU (all) nursing courses IPL strategy, undated

SU SSHSS IPL strategy, 2018

SU RPL credit transfer, version 1.8, June 2018

RPL guidance (for nursing and nursing associate learners), undated

SU course specification UCAS BSc (Hons) adult nursing practice: 2020/21

SU: course specification RNDA BSc (Hons) adult nursing practice, 2020/21

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	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:	
Eight x pre-registration nursing students from September 2018 cohort on their second year of study.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No



Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
CQC report Hampshire hospitals NHS Foundation Trust, 26 September 2018.	
If you stated no above, please provide the reason and mitigation	
Not required as SU is an established AEI.	
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	Lesley Saunders Jayne Walters	Date	14 November 2019
Checked by	Monica Murphy	Date	9 January 2020
Submitted by	Lucy Percival	Date	20 January 2020
Approved by	Leeann Greer	Date	22 January 2020