Programme Major Modification report

Section one

Programme provider name:	King's College London
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☐ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☒ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc Nursing with Registration as an Adult Nurse MSc Nursing with Registration as an Adult Nurse BSc Nursing with Registration as a Children's Nurse MSc Nursing with Registration as a Children's Nurse BSc Nursing with Registration as a Mental Health Nurse MSc Nursing with Registration as a Mental Health Nurse
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result*	N/A

of this modification or add N/A	
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	Master of Nursing (Dual Award) with Registration as an Adult Nurse and a Mental Health Nurse

Academic levels of current programme:

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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	☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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	☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

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NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	4 July 2019
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	19 September 2022
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	

Dual award – Learning Disabilities/Children's	
Date of modification:	2 December 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Jo Lidster

Section two

Summary of review and findings

The Florence Nightingale faculty of nursing, midwifery and palliative care (the faculty), King's College London (KCL), has an approved pre-registration nursing programme in adult, mental health and children's fields of nursing practice with eligibility for single field registration with the Nursing and Midwifery Council (NMC). These awards are offered through a three-year full-time Bachelor of Science (BSc) nursing route and a two-year Master of Science (MSc) nursing route, the latter includes recognition of prior learning (RPL) equivalent to one year's study. All current routes were approved by the NMC on 4 July 2019.

The faculty is seeking approval for a modification to the programme to add an award with eligibility for dual field registration with the NMC at master's level of study. The following award is presented for approval: Master of Nursing (MNurs) (dual award) with registration as an adult nurse and a mental health nurse. Applicants to the programme must undertake a RPL process demonstrating 900 theory hours and 900 practice hours. The MNurs award has been developed by the faculty for this programme and includes an exemption from the need for students to write a dissertation as a usual requirement of a master's award at KCL. Instead, the programme utilises the credit and time to meet the theory and practice requirements to achieve proficiency in two fields of nursing. In consequence the programme is two years in length.

The programme design reflects the drivers presented by practice learning partners (PLPs) and is based on the notion that the mind and body are inseparable and mental and physical health conditions are often connected. The programme is designed to have integrated learning and teaching related to mental and physical healthcare throughout. PLPs have developed new ways of working and providing students both independent mental health and adult practice learning opportunities and integrated mental health/adult practice learning opportunities, by pairing trusts.

Documentary evidence and the modification process confirm robust evidence of effective partnership working between the programme team, service users and carers (SUCs), PLPs and students.

KCL is a member of the pan London practice learning group (PLPLG) working with other approved education institutions (AEIs) across London in the development of the pan London practice assessment document (PLPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The faculty uses the PLPLG guidance for the preparation of practice supervisors, practice assessors and academic assessors. A version of the PLPAD and OAR which support the placement and rounded experience plans for the dual award route, has been developed to ensure dual award students are able to achieve proficiency across both fields of nursing practice.

This visit is undertaken by remote means.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

Documentary evidence and the visit confirm the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level and a condition is applied.

The major modification to the programme is recommended to the NMC for approval subject to one NMC condition and two NMC recommendations. The AEI make two further recommendations.

Updated 23 January 2022:

The AEI has submitted documentation to meet the condition. The condition is met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified.

	Selection, admission and progression:
	Condition one: The programme team must strengthen the RPL portfolio and guidance to ensure robust evidence of theoretical hours is provided and that mapping to the programme outcomes and FN:SPRN is clearly demonstrated. (SFNME R2.8; Standards for pre-registration nursing programmes (SPNP) R1.5)
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	None identified.
Date condition(s) to be met:	14 January 2022
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider enhancing the visibility of children's and learning disability fields within the programme content. (SPNP R2.4)
	Recommendation two: The programme team should consider enhancing student preparation for placement to provide greater clarity as to where the FN:SPRN can be met. (SPNP R4.5)
	Recommendation three: The programme team should review and refresh the reading lists in the module descriptors for all modules. (University recommendation)
	Recommendation four: The Faculty should review the diversity of the service user group. (University recommendation)
Focused areas for future monitoring:	Monitor future RPL claims to ensure RPL admission criteria is met prior to enrolment.

	Monitor student achievement to ensure the length of the programme is sufficient for students to achieve the proficiencies required for a dual award.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: The programme team has provided documentation to meet the condition. The RPL portfolio and guidance has been revised and the curriculum document has been updated. The curriculum mapping to the FN:SPRN has been updated and a new curriculum mapping document of the programme outcomes has been developed. This amended documentation provides assurance of a robust RPL process in relation to the recognition of prior theory and practice hours. Condition one is now met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	23 January 2022

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, midwives and nursing associates* (NMC, 2015 updated 2018)   *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)   *QA Handbook* (NMC, 2020)

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

<table>
<tr><td>**Findings against the standard and requirements**</td></tr>
</table>

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

Documentary evidence and discussion at the modification visit shows, the faculty values partnerships and supports the inclusion of people in the ongoing design, development and delivery of the programme. Documentary evidence and the visit demonstrate strong governance structures and staff resources that support effective partnership working with PLPs, students and SUCs.

Documentary evidence and the visit show stakeholders have been engaged with the development of the proposed route through a series of stakeholder engagement meetings. Stakeholders included in these are SUCs, current students, academic staff and PLPs. Key messages from the stakeholder events and following actions are presented in the programme proposal document.

Documentary analysis and the visit confirm a curriculum cabinet is established to oversee the planning, design and progress of the programme. The cabinet comprises of a diverse membership including academic representatives from mental health and adult fields of nursing, senior faculty leadership, the academic lead for practice learning, a SUC representative and the faculty learning and teaching quality lead. SUCs tell us that they've been involved in this programme design and share examples of their work on modular assessment strategies and the balance of art and science within the programme. PLPs tell us they've been involved in the programme design and share examples of their work on the rounded experience guidance and placement patterns for the proposed dual award route.

The AEI is a member of the PLPLG working with other AEIs across London in the development of the PLPAD and OAR to meet the FN:SPRN. The faculty uses the PLPLG guidance for the preparation of practice supervisors, practice assessors and academic assessors.

A version of the PLPAD and OAR which support the placement and rounded experience plans for the proposed dual award route has been developed, to

ensure dual award students are able to achieve proficiency across both fields of nursing practice. The programme team confirm that the modified PLPAD and OAR developed for this route, are specific to the AEI and programme and not intended for wider use. The modifications are minimal and involve opportunities for additional placement experience to be recorded to meet the programme requirements. The team confirm the PLPAD and OAR modification has been discussed with the chair of the PLPLG.

PLPs confirm their support for the dual award route, outline the drivers for this and perceived benefits to SUCs. They tell us of their collaboration and engagement throughout the design and development and that the registrants from the programme will be in high demand in the workforce. They tell us that programme development has led to new ways of joint working between mental health field organisations and adult field organisations to support innovation in students' placements. This involves mental health field organisations and adult field organisations pairing to provide rounded placement experiences. PLPs tell us of their commitment to the programme and ensuring students receive the practice experience as planned.

Students confirm interaction with SUCs throughout the programme and tell us of examples of seminars delivered by SUCs and SUC feedback on their practice. Students confirm their feedback and evaluations, including those of practice placement areas are requested throughout the programme. Documentation shows student feedback is fed into programme development and management. Students tell us they've been involved in the design of the proposed route and share examples of their involvement, specifically in the marketing of the programme. Students also tell us of the areas dual award students could work and how the new route will enhance employability.

SUCs confirm their strong partnership working and involvement as patient educators in the design, development and delivery of programmes within the faculty. They tell us examples of facilitating sessions based on their experiences with students, involvement in assessment design and in inter-professional simulations. They tell us of their involvement in staff and student interviews and the support the AEI offers them to be able to continually develop in a professional context.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Post Event Review	
Identify how the condition is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET ☐ NOT MET ☐
N/A	

Student journey through the programme
Standard 1: Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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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).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☐   **NOT MET** ☒

R1.5 is not met. The faculty has a RPL policy and process. This includes the faculty RPL policy for applicants applying to have previous learning experience(s) recognised where the prior learning is relevant to the programme concerned. The programme team present a standard RPL claim form for undergraduate and masters level programmes of study and the faculty accreditation handbook.

The team also present a RPL portfolio document and guidance for the proposed MNurs award. The portfolio requires theory hours to be recorded for the RPL claim through a series of prompts for students to complete a narrative. The practice hours are recorded in the portfolio with a brief description of activities and verified through the signature of the manager/supervisor.

Documentary evidence and the visit show the RPL requirements for entry to the proposed route are substantial and amount to 900 hours of theory and 900 hours of practice, although they're within the 50 percent maximum threshold. The process of application for the programme requires the applicant to submit a RPL claim form with supporting evidence, which is considered by an RPL panel. The programme team confirm the RPL claim is also externally reviewed. The programme team confirm the 900 theory hours doesn't include the first-degree admissions requirement but can include prior certificated learning.

Students tell us when they submit RPL claims for their programmes they're supported by the programme team. They tell us that the RPL process is streamlined and efficient to complete. They tell us they understand the requirement for RPL of theory and practice hours for the proposed route and based on their experience, the demands of undertaking the dual field award in the two-year time frame will require applicants to draw on specific pre-programme theory and practice to enable them to achieve.

Documentary review and the visit show insufficient mapping to the FN:SPRN. Further evidence is needed within the programme RPL portfolio and guidance to applicants, to provide assurance that the required RPL is capable of being mapped to the FN:SPRN and programme outcomes. This must be addressed and a condition is applied. (Condition one)

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

  Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET ☒   **NOT MET** ☐

R1.7 is met. Unchanged through this modification.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration*

nursing programmes and *Standards of proficiency for registered nurses* **will be met through the transfer of existing students onto the proposed programme.**

Documentary evidence and the programme team confirm that no students will be transferred onto the proposed dual award route.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Documentary evidence and the programme team confirm that no students will be transferred to the SSSA. Documentary evidence and the visit confirm the faculty's pre-registration nursing programme is already operating under the SSSA.

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

YES ☐   **NO** ☒

Documentary evidence and discussion at the modification visit indicates, applicants claim RPL of 900 theory hours and 900 practice hours for admission to the programme. Further evidence is required within the programme RPL portfolio and guidance to applicants to provide assurance that RPL is capable of being mapped to the FN:SPRN and programme outcomes. (Condition one)

Outcome

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

Documentary review and the visit show insufficient mapping to the FN:SPRN. Further evidence is required within the programme RPL portfolio and guidance to applicants to provide assurance that RPL is capable of being mapped to the FN:SPRN and programme outcomes.

Condition one: The programme team must strengthen the RPL portfolio and guidance to ensure robust evidence of theoretical hours is provided and that mapping to the programme outcomes and FN:SPRN is clearly demonstrated. (SFNME R2.8; SPNP R1.5)

Date: 2 December 2021

Post event review

Identify how the condition(s) is met:

The programme team has submitted amended documentation which provides assurance that there's robust evidence of theoretical hours demonstrated in the

RPL portfolio. The guidance for applicants undertaking RPL has been updated in the portfolio. Mapping of the RPL portfolio to the programme outcomes has also been provided. This amended documentation provides assurance of a robust RPL process in relation to the recognition of prior theory and practice hours.

Condition one is now met.

Evidence:
MNurs dual award RPL portfolio, 21 January 2022
Mapping to programme outcomes – MNurs dual award programme, 14 January 2022
Updated mapping to FN:SPRN – MNurs dual award programme, 14 January 2022
Updated curriculum document – MNurs dual award programme, 14 January 2022

Date condition(s) met: 23 January 2022

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

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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

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four fields of nursing practice: adult, mental health, learning disabilities and
children's nursing (R2.4)

MET ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and the visit show the dual award route is
designed to support theory and practice experience in adult and mental health
fields. The programme is also designed to support students with theoretical and
practice experience of learning disabilities and children's nursing. The programme
team tell us students have an opportunity to learn about care for patients with
learning disabilities, within the module nursing the person with acute and enduring
disturbance to health II and children's nursing evident within the module nursing
the person with acute and enduring disturbance to health I. Mapping of this
standard to the programme is evident.

The programme team state students receive shared teaching related to learning
disabilities and maternity care, along with students from the faculty's other pre-
registration programmes. Documentary analysis and the visit show simulation is
also used to enable students' exposure to all four fields of nursing practice.
However, the module descriptors and reading lists don't provide students with any
detail on learning disabilities and children's nursing content. The programme team
are therefore recommended to enhance the visibility of these nursing fields within
the programme documentation. (Recommendation one)

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

MET ☒   **NOT MET** ☐

R2.5 is met. Documentary analysis of the programme structure/design/delivery
shows specific fields of practice that allow students to enter the register in both
mental health and adult fields of nursing practice. Documentation and discussion
at the visit show how the programme is designed to ensure the dual field specific
learning outcomes and content are achieved. Review of the module descriptors,
programme specification, mapping document and PLPAD/OAR confirm relevant
adult and mental health outcomes and content are included.

The programme team and PLPs confirm how adult and mental health content is
delivered in theory and practice. The programme team discuss that the proposed
dual field award is based on the notion that the mind and body are inseparable and
mental and physical health conditions are often connected. The programme is
designed to have integrated learning and teaching related to mental and physical
healthcare throughout. The final part of the programme involves an integrated
placement, where practice opportunities to meet both mental health and adult
nursing outcomes are undertaken.

PLPs describe their support for the dual field award and the drivers for this in practice. They discuss their involvement in developing new ways of working, providing students both independent mental health and adult practice learning opportunities and integrated mental health/adult practice learning opportunities, by pairing trusts. They confirm their commitment to ensure the placements identified in the rounded experience guidelines are delivered.

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

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

YES ☒　　　**NO** ☐

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES ☒　　　**NO** ☐

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET ☒　　　**NOT MET** ☐

R2.8 is met. The programme proposal indicates the curriculum philosophy uses a spiral approach to organise learning of content. The theoretical component consists of five modules delivered across the two-year programme. Documentary analysis and the visit show pharmacology is present in the bioscience for nursing practice module. Legal and ethical issues are present in the art and science of nursing practice module.

The completion of the PLPAD enables practice learning experience in relation to law, safeguarding, consent, pharmacology, medicines management 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 ☒   **NOT MET** ☐

R2.9 is met. Documentary analysis shows the programme design offers an equal balance of theory and practice learning integrated across the three parts. The 'application for NMC curriculum approval' document confirms the programme length as two years full time study and states the total hours for the programme, as 1800 theory hours and 1875 practice hours in addition to the 1800 RPL hours requirements. The placement plan shows the blocks of practice learning and theory are equally distributed. Assessment points are highlighted in the placement plan for progression points and these are confirmed by the programme team. Absence from practice is retrieved during time built into the end of each part.

The faculty offers single field pre-registration programmes masters routes which are two years full time study, include a masters' dissertation (45 credits) and with 575 RPL hours required at point of application. The programme team confirm the MNurs degree type is a new award at KCL, approved by the university's academic standards sub-committee to support the development of the dual award route. It includes an exemption from the need for students to write a dissertation as a usual requirement of a master's award, instead the programme utilises the credit and time to meet the theory and practice requirements to achieve proficiency in two fields of nursing.

Students tell us the proposed programme length will challenge and stretch students on the programme in meeting the programme outcomes within the given time. PLPs tell us they're confident the programme is of suitable length to ensure proficiency in both fields of nursing. This is an area for future monitoring.

Documentation and the visit show a range of learning, teaching and assessment strategies. This includes face-to-face teaching (lectures, workshops, seminars), simulation-based learning, group activities and independent study. There are appropriate module aims, descriptors and outcomes specified. Students tell us the curriculum is balanced and they acknowledge there's a range of teaching and learning strategies.

Practice hours and completion of the PLPAD is integrated into module descriptors and forms part of the assessment for modules. The programme utilises 300 hours of simulation and the programme team confirm these are used towards practice hours. SUCs discuss their involvement in the facilitation of simulation for students and the opportunity they have in assessing communication skills during simulation activities.

There's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme. All practice learning is supernumerary.

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

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England only.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme leads to nursing registration only.

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

Date: 2 December 2021

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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Provide an <u>evaluative summary</u> 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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. Practice learning opportunities are outlined in the programme documentation and provide evidence for how students meet the FN:SPRN caring for a diverse range of people, across all the four fields of nursing practice. Practice learning opportunities are planned across the programme to allow for development of the skills and knowledge to meet the FN:SPRN presented in the rounded experience guidelines document and the programme plan. Practice learning is supported by 300 hours of simulation-based learning, to enable students to experience the delivery of care across the four fields of nursing practice. Practice learning assessment and the proficiencies for each part of the programme are set out in the PLPAD and OAR.

The programme team and PLPs confirm their commitment to ensuring the range of practice placements set out in the rounded experience guidelines are delivered. PLPs tell us that the collaborative development work in preparation for this programme has led to new ways of joint working between, mental health field and adult field organisations to support innovation in students' placements. They tell us of an example where an eating disorder service is used as a placement to integrate physical and mental health care. They tell us of their commitment to provide students with both independent mental health and adult practice learning opportunities and integrated mental health/adult practice learning opportunities, by pairing trusts.

Students tell us about their placement experiences enabling them to meet all the requirements of their programme. Students share experiences of care across the lifespan and in different contexts in practice learning opportunities and simulation.

An established placement allocation team co-ordinate placement allocation for the faculty's pre-registration programmes. Documentary analysis shows students are informed of the range of hours to be experienced as students in the programme handbook and the practice learning handbook, including information on shifts and rotas. The plan for placement experiences is negotiated with PLPs and informed by the rounded experience guidelines.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary analysis shows there are appropriate processes for assessing, monitoring and evaluating practice experiences, used across the faculty's pre-registration programmes. Membership of the strategic faculty practice learning committee includes representatives from PLPs. The terms of reference state this committee has strategic responsibility for monitoring the quality of practice learning environments. This is confirmed at the visit by the programme team, PLPs, SUCs and students.

Documentary analysis shows placement opportunities are planned to enable the student to meet the holistic needs of diverse patient groups and different health care settings. Established processes are in place for allocation of practice experience which is recorded, monitored and tracked for each student using the software programme 'Inplace'. The PLPAD/OAR allows students to record their experiences including any outreach practice learning opportunities which develop their experience of the different needs of people. Practice learning is recorded in the PLPAD which provides evidence for summative practice assessment in each part of the programme.

PLPs tell us students have a co-ordinated induction from both paired trusts involved in the integrated placement. Learner link nurses visit students during placement and drop-in sessions to answer questions and offer support are provided. PLPs tell us that students are supported well by the faculty when on placement and there are clear established communication channels. They tell us that the link lecturer team are responsive to student issues and concerns.

Students tell us the faculty are supportive during placements. One example given is the support received when a student had a challenging experience and the student's personal tutor contacted the student, met them and facilitated a debrief. Students confirm they evaluate practice experience. Students tell us that the use of the electronic PAD supports their learning in practice and provides ease of access.

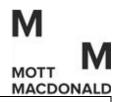- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning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

MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Documentary analysis shows student learning is supported and enhanced by technology-enhanced and simulation-based learning opportunities. The faculty has a simulation strategy which has recently been updated. All simulation teaching is delivered in compliance with article 31(5) of directive2005/36/EC by ensuring direct contact with a healthy or sick individual. Documentation indicates teaching is provided by simulation and interactive learning centres, which provide a real-world representation of a health institution or community setting.

Documentary evidence and the visit confirm simulation-based learning and technology are used effectively and proportionately to support learning and assessment. The proposed dual award route uses 300 hours of simulation towards practice hours. Students tell us they value simulation opportunities to access skills to refine their clinical skills. SUCs tell us they're involved in the design and delivery of simulation activities.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days, night shifts planned examples) (R3.6)

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 2 December 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

  MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and the visit show students are supported by a variety of methods including peer support groups and tutorials. The role of the university personal tutor is to provide pastoral support and the faculty has a senior tutor who has oversight of this role. Students are allocated an academic assessor which changes for each part of the programme. The team outline their plan that in part three the academic assessor will be a dual field (mental health/adult) registrant academic from the programme team.

The programme specification outlines the programme structure, learning outcomes and assessment which are mapped to the FN:SPRN. Students are supported with assessments through formative feedback, peer support, revision sessions and tutorials with module leads.

The PLPAD/OAR contain the required proficiencies, skills and procedures for the FN:SPRN. The PLPLG guidance outlines the role and responsibilities of practice supervisors, practice assessors and academic assessors. The pan-London guide to using the PLPAD includes, clear guidance related to the level of student support based on the individual needs of the students and their increasing proficiency and confidence.

PLPs describe the collaborative processes they use when concerns are reported

about a student's behaviour, conduct or performance. PLPs tell us there are established communication channels with the faculty and any issues raised are dealt with promptly and effectively.

Students confirm support processes from the faculty are in place and effective and they know who their link lecturer and academic assessor is.

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

MET ☒   **NOT MET** ☐

R4.2 is met. Documentation shows how the SSSA are applied to the faculty's pre-registration programmes. These standards have been adopted by the faculty since 2019.

Documentary evidence shows the faculty has adopted the pan London practice learning approach to the implementation of the SSSA, which includes how practice supervisors, practice assessors and academic assessors are appropriately prepared.

At the visit, PLPs, the programme team and students all confirm students are supported in practice in accordance with the SSSA. PLPs and the programme team tell us that practice assessors and practice supervisors in the areas identified in the rounded experience guidance, receive additional preparation for supporting students from the proposed dual award route. This includes a programme overview and context. PLPs tell us that they have dual-field registrants in their workforce already and utilise these registrants in supporting students, where possible. PLPs tell us they have practice education facilitators (PEFs) who provide support for students during placements. They describe how PEFs provide support for students, practice supervisors, practice assessors and managers for students on the programme and raise awareness of the requirements of the SSSA. PLPs tell us that link nurses from the faculty hold regular forums to support students, practice supervisors and practice assessors.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

YES ☒   **NO** ☐

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

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

MET ⊠   NOT MET ☐

R4.4 is met. Unchanged through this modification.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET ⊠   NOT MET ☐

R4.5 is met. Documentary evidence shows the programme curriculum is mapped against the FN:SPRN in the adult and mental health field of nursing practice. Documentary analysis and the visit confirm, practice learning environment allocation processes provide students with opportunities to achieve their proficiencies in the dual fields of practice.

Students tell us they sometimes experience difficulties in achieving proficiencies in some allocated placements and then difficulties accessing additional opportunities. They tell us that students on the proposed route need guidance and support from the programme team prior to the start of each placement to provide greater clarity as to where the FN:SPRN can be met. It's therefore recommended that the programme team enhance placement preparation in this regard. (Recommendation two)

The PLPAD/OAR is part of module assessment requirements and requires students to demonstrate the achievement of the FN:SPRN. Students must pass all elements.

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 ⊠   NO ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

YES ⊠   NO ☐

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

YES ☒   NO ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES ☒   NO ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

YES ☒   NO ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

YES ☒   NO ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 2 December 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET ☐	NOT 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.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

    YES ☒   **NO** ☐

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

    YES ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

    YES ☐   **NO** ☐   **N/A** ☒

Documentation and the programme team confirm that the fall back award for this programme doesn't lead to registration as a nurse with the NMC.

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

    YES ☒   **NO** ☐
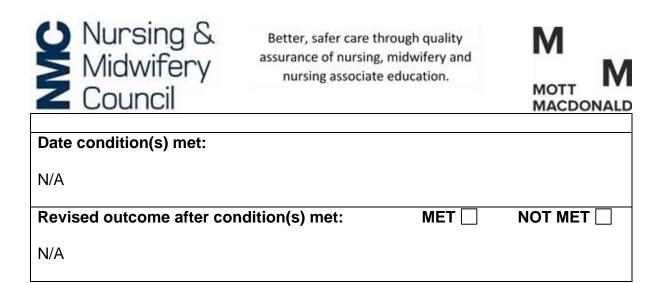
Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 2 December 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

	YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
List additional documentation: Documentation submitted to meet conditions: MNurs dual award RPL portfolio, 21 January 2022 Mapping to programme outcomes – MNurs dual award programme, 14 January 2022 Updated mapping to FN:SPRN – MNurs dual award programme, 14 January 2022 Updated curriculum document – MNurs dual award programme, 14 January 2022		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x year two MSc mental health nursing students Two x year two MSc adult nursing students One x year three BSc children's nursing student (and chair of the student council)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒

Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Care Quality Commission, Brook Drive quality report, 11 January 2019		
If you stated no above, please provide the reason and mitigation: KCL is an established AEI and visits to resources isn't required as part of this modification.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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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(s):	Jo Lidster	Date:	13 December 2021
Checked by:	Ian Felstead-Watts	Date:	14 December 2021
Submitted by:	Shahzaib Ghafoor	Date:	1 February 2022
Approved by:	Colleen Regan	Date:	7 February 2022