

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	Kingston University
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input checked="" type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input checked="" type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input checked="" type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Adult Nursing</p> <p>BSc (Hons) Adult Nursing (integrated degree apprenticeship)</p> <p>BSc (Hons) Children’s Nursing</p> <p>BSc (Hons) Learning Disabilities Nursing</p> <p>BSc (Hons) Mental Health Nursing</p> <p>MSc Adult Nursing</p> <p>MSc Children’s Nursing</p> <p>MSc Learning Disabilities Nursing</p> <p>MSc Mental Health Nursing</p>
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being</i>	N/A

<p><i>modified as a result of this modification or add N/A</i></p>	
<p><b>Additional AEI programme title(s) if applicable:</b> <i>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</i></p>	<p>Integrated MSc Mental Health and Learning Disabilities Nursing Integrated MSc Adult and Mental Health Nursing Integrated MSc Learning Disabilities and Children's Nursing</p>
<p><b>Academic levels of current programme:</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7             SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11   <input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children's</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7             SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11   <input type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7             SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11   <input type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p>

	<p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>

Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
NDA Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A

NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

	<input type="checkbox"/> N/A
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	1 July 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	1 June 2021
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	2 September 2024
RN – Children's	2 September 2024
RN - Learning Disabilities	2 September 2024
RN - Mental Health	2 September 2024
NDA Adult	N/A
NDA Children's	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	2 September 2024

Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	2 September 2024
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	2 September 2024
<b>Date of modification:</b>	7 November 2023
<b>Type of modification:</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Angela Hudson



## Section two

### Summary of review and findings

Kingston University (KU), school of nursing, allied and public health (the school), are seeking a modification to their pre-registration nursing programme. The programme was originally approved by the Nursing and Midwifery Council (NMC) on 1 July 2020 with bachelor of science with honours (BSc (Hons)) and master of science (MSc) routes in all four fields of nursing practice. A modification to add an adult field integrated nurse degree apprenticeship (NDA) route was approved on 1 June 2021. The NDA route isn't included in this modification. The programme is delivered at KUs Kingston Hill campus.

The proposed modification includes changes to the credit rating of modules, programme and module learning outcomes, delivery and assessment across the BSc (Hons) nursing and MSc nursing routes in all four fields. In addition, there's a proposed increase in simulated practice learning (SPL) hours in the BSc (Hons) route.

A third proposed modification, the addition of four-year integrated MSc dual award routes, is also presented. The proposed dual award routes are adult and mental health nursing, children's and learning disabilities nursing and mental health and learning disabilities nursing. The MSc dual award is designed with single field learning and teaching in year one. From years two to four, students complete theory and practice learning in two fields of practice. Students can enrol on the MSc dual award in year one or transfer to the dual award at the start of year two. Students can also change to the single field BSc (Hons) at the start of year two. Student numbers are expected to be low for the dual award routes therefore from year two to four practice learning is developed as bespoke experiences. These bespoke experiences provide the depth of practice learning required for students to achieve all Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and programme outcomes for the dual award.

The MSc dual award route documentation and the modification visit confirm that any student who's unable to complete their second field of practice but has completed 4600 programme hours, achieved all FN:SPRN outcomes and programme requirements, is eligible to apply to the NMC for registration in either adult, children's, learning disabilities or mental health nursing.

Documentary evidence shows the proposed modification is designed and developed in collaboration with students, people who use services and carers (PUSCs) and practice learning partners (PLPs).

All three routes utilise a blended learning approach to enhance students' digital capabilities and increased use of technology including SPL to support

achievement of FN:SPRN annexe a and b proficiencies. The modified programme aligns student learning activities with those provided by National Health Service England Workforce, Training and Education (NHSE WTE) through their technology enhanced learning programme.

Students use the electronic pan London practice assessment document (e-PLPAD) and the electronic ongoing achievement record (e-OAR).

The modification visit is undertaken face to face.

The KU pre-registration nursing programme attracts students from diverse backgrounds, with students who identify as global majority making up 63 percent of the 2022–2023 cohorts. Female students make up 85 percent of the pre-registration nursing cohorts, with mature students over the age of 25 making up 64 percent. 18 percent of students have a declared disability or additional learning need.

There are a range of support mechanisms in place at KU to support students at risk of leaving the programme. Common reasons for students leaving are due to having caring or other responsibilities, having challenges with their health and wellbeing, being from the global majority population or having multiple attempts at assessments. To support attainment and retention a student advocate role is funded by NHSE WTE. The student advocate supports students with a particular focus on the global majority population. Many of these students leave because of personal circumstances, so the focus of the role is on pastoral care and support.

There's an anti-racist project in the school which aims to address the 30 percent degree awarding gap between the global majority and white students. In addition, the project aims to provide a plan to support students from the global majority on the BSc (Hons) mental health nursing programme who have experienced high levels of racism in practice learning settings.

The curriculum is designed to be inclusive for students with a variety of learning activities and assessments. Case and scenario-based activities ensure that the diversity of PUSCs is reflected in learning activities that students undertake. Resources represent a broad range of groups, cultures and ethnicities.

The programme is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and the FN:SPRN.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the SPNP as conditions apply.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition, one joint NMC and university condition and one university condition. One NMC recommendation and one university recommendation are made.

Updated 8 December 2023:

KU provides evidence which demonstrates the NMC condition and joint NMC and university condition is met. The chair confirms that the university condition is met.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: The programme team must ensure that any SPL assessed against the FN:SPRN, meets the SSSA. (SFNME R2.4; SPNP R4.2)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p>

	<p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: A request to have 15 credit optional modules at level four must be confirmed and if not approved then change the modules to align to the KU academic framework. (University condition)</p> <p>Condition three: The programme team must evidence that the external examiner recruitment process has started, to ensure an external examiner is appointed prior to commencement of the MSc dual award routes and existing external examiner allocation to the revised BSc (Hons) and MSc nursing routes is confirmed. (SFNME R2.21; SPNP R2.1) (Joint NMC and university condition)</p>
<b>Date condition(s) to be met:</b>	12 December 2023
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team are asked to consider giving recognition of prior learning (RPL) for previous theoretical learning including programme theory hours in the MSc route. (SPNP R1.5)</p> <p>Recommendation two: The school continues the strategic planning and monitoring of the resources required to ensure the provision is sufficiently resourced to deliver blended learning including integrated MSc programmes. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	<p>Recruitment to the MSc dual award routes. RPL for the MSc dual award routes. Alignment of SPL assessment to the SSSA. Student evaluation of optional modules.</p>

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

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

KU provides evidence which demonstrates all three conditions are now met.

Detailed guidance on SPL assessment and SPL exemplars are provided. The guidance states that any SPL assessed against the FN:SPRN is assessed by a practice assessor. Condition one is now met.

An external examiner allocation document for 2023–2024 and external examiner guidance from the KU quality assurance and enhancement (QAE) team provide evidence that existing external examiners are allocated modules from the modified programme. There's no requirement in the KU QAE external examiner guidance to appoint a new external examiner for the MSc dual award route as the modules are shared with the BSc (Hons) and MSc routes. Condition three is now met.

KU provides confirmation that condition two is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Clarification that the optional module has been removed in year one and the public health module changed to be a 30-credit module. This module is already mapped.  Reference to the term learning styles is removed.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	8 December 2023

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:  <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023)  <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)  <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p>

## NMC Programme standards

[QA Handbook](#) (NMC, 2022)

## Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

### **Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**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 users of services, 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, people who use services, students and any other stakeholders.**

Documentation and the modification visit confirm there's robust and effective partnership working at strategic and operational levels with all stakeholders. PLPs, PUSCs and students confirm they're included in the design and delivery of the MSc dual award, MSc and the BSc (Hons) routes. Documentary analysis provides evidence of consultation through workshops with PLPs, PUSCs and students. PLPs are enthusiastic about the development of the MSc dual award routes and tell us that registrants from the programme will be in high demand in the workforce.

Documentary analysis and discussion at the modification visit provide continued evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working continues to be effective at strategic levels for the delivery of the current pre-registration nursing programme. Strategic governance meetings are held regularly between PLPs, KU and other approved education institutions (AEIs) in the geographic area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse regulator reports.

At an operational level there's effective partnership working between KU and PLPs in the preparation and support of practice supervisors and practice assessors. There's a practice supervisor, practice assessor and academic assessor preparation programme and handbook.

KU is a member of the pan London practice learning group (PLPLG) providing a consistent approach to the assessment and evaluation of practice learning in the London area. The programme team and PLPs confirm that existing arrangements



for shared responsibility of quality assurance remain in place. KU shares practice learning with other AElS and a coordinated and collaborative approach to educational audit, managing adverse regulator reports and the implementation of the SSSA is confirmed. PLPs tell us there's sufficient capacity for the students in practice learning environments. PLPs tell us that the school work collaboratively and flexibly with them if there are problems with placing students in practice learning environments, due to staffing issues for example. PLPs tell us of new and innovative practice learning environments being developed and are supportive of SPL and the peer enhanced e-placements (PEeP) used in the programme.

KU has strong and effective partnership working with students. Students tell us they're involved with the design and development of the modified nursing programme. Students tell us they're well prepared for the transition to registration as a nurse at the end of the programme. Students tell us of changes made to their programme as a result of their feedback. For example, in an anatomy and physiology module, students tell us they're overwhelmed with content. As a result of feedback students are given a list of topic areas to study and how each topic links to the next, which helps support their learning more effectively.

Students give examples of support with health issues and reasonable adjustments made for practice learning. Students are very positive about the support of KU personal tutors. They tell us of an open-door policy and quick response to issues raised. Students tell us they like the flexibility of online learning which they can complete at their own pace. Students tell us they enjoy their practice learning experiences and have good support in practice learning. Students confirm they're supernumerary in practice learning settings. Students enjoy simulation and PEeP which they find very valuable for learning how to manage and adapt their approach to complex situations in a safe environment.

Partnership working with PUSCs is strong and effective. PUSCs tell us they're involved in the design of the pre-registration nursing programme modification and their feedback is incorporated into the design of the programme. They're positive about this development and tell us that the dual award will be of benefit to PUSCs as people's physical and mental health needs are connected. Some PUSCs contribute to recruitment and selection activities. PUSCs confirm they're trained for their role and this includes equality, diversity and inclusion and mandatory training. PUSCs confirm they feel listened to, their views are valued and they're respected as part of the team.

The programme team tell us and PUSCs confirm they're involved in teaching and assessment in some of the modules and provide a robust contribution to skills and simulation. There's a large, enthusiastic and committed group of PUSCs who act as role players and support assessment of objective structured clinical examinations (OSCE) and SPL proficiencies.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**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, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).**

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**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 people who use services 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

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES  NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES  NO

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

YES  NO

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET  NOT MET

R1.5 is met. For all programme routes, RPL is mapped against programme outcomes at all levels. RPL is used for certificated and experiential learning up to a maximum of 50 percent of the programme. External examiners oversee the RPL process as outlined in the external examiner regulations. RPL outcomes are reported at assessment boards. There's an agreed process in place for foundation degree in science (FdSc) nursing associate registrants to join at the 18 month point of the BSc (Hons) nursing routes. RPL is also mapped against individual modules for students applying to the BSc (Hons) routes.

Applicants for the MSc route are required to demonstrate prior achievement of the equivalent of 650 practice hours through submission of a pre-entry RPL portfolio. These hours count towards the 2300 hours of practice learning. Portfolios are reviewed by the programme team and the external examiner.

There's no RPL for theoretical learning or theory hours given in the MSc route, meaning students complete the full 2300 hours of theoretical learning in two years. The team are recommended to consider giving RPL for previous theoretical learning including programme theory hours to reduce the learning and assessment burden for students on the MSc route. (Recommendation 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.

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

**From your documentary analysis and you're meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.**

The programme team plan to transfer the current year one cohort on the BSc (Hons) route, to the second year of the modified BSc (Hons) route in September 2024 so they can benefit from the increase in blended learning and SPL. There are no plans to transfer any other students who will remain on the current iteration of their programme.

Year one students we meet at the modification visit confirm they've been consulted on this proposed change and tell us information is available for all year one students. Students confirm they'll be asked to sign an agreement for the change at the end of year one.

**Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC 2018, updated 2023).**

**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.**

The SSSA are in place since 2020.

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 7 November 2023

**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 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 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- 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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

*Standards for student supervision and assessment* specifically:

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

### Findings against the standard and requirements

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

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

YES

NO

R2.1 is not met. It isn't clear whether the recruitment process for an external examiner for the MSc dual award has commenced or whether existing external examiner allocation to the BSc (Hons) and MSc nursing routes is confirmed. (Condition three)

- 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 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 (R2.3) YES  NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4) MET  NOT MET

R2.4 is met. There's an increase in blended learning in the BSc (Hons) and MSc routes. This is mirrored in the proposed MSc dual award routes. Indicative module content is outlined in module specifications and enable students to explore the four fields of nursing practice. Mapping documents demonstrate how practice learning experience maps to the FN:SPRN including annexes a and b.

Timetables, module specifications and the modification visit confirm that blended delivery is both face to face and online. Online learning is either synchronous or asynchronous. The online learning provides opportunities for cross field and interprofessional learning. Students we meet tell us that they like the online learning as it provides flexibility to fit around their home and family commitments and reduces the cost of travel to campus. Year one students have most of their theory learning on campus to build a community network and support mechanisms. The amount of blended learning increases throughout the years of the programme and the optional module in year two is solely delivered online.

Programme documentation and the modification visit show how the design and delivery of the proposed four-year integrated MSc dual award routes support students to gain experience in two fields of nursing to achieve a dual award. Programme documentation and the modification visit provides evidence for the achievement of the FN:SPRN in two fields of practice. Students from all fields of



nursing are taught together in years one to three in shared modules. Students we meet at the modification visit tell us this is a positive learning experience. Level seven modules are shared on the MSc and MSc dual award routes. Field specific theory and practice learning modules are delivered in all years.

Students on the MSc dual award routes in year one take a field specific theory and practice learning module in either adult, children's, mental health or learning disabilities nursing. In years two to four students take field specific theory and practice modules in both their chosen fields of nursing. The programme team tell us that each student on the MSc dual award has a bespoke practice learning programme based on the two fields of practice chosen.

For the BSc (Hons) and the MSc routes there's no change to practice learning although there's an increase in SPL in each route. Examples of student practice learning journeys and experiences in both fields for the MSc dual award are provided. Mapping of each field of nursing practice against the FN:SPRN in each year confirms that students have exposure to all four fields of nursing in theory and practice. A diverse range of practice learning environments are used and students document their experiences in the e-PLPAD.

- 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. The BSc (Hons) and MSc dual award routes have an optional module in years one and two of the programme. Students choose one optional module. The optional module learning outcomes aren't currently mapped to the FN:SPRN. The modules are summatively assessed and count towards programme credit. All other module and programme level outcomes in the two routes are mapped against the FN:SPRN. The FN:SPRN are therefore fully met within the programme.

At the modification visit it's noted that KUs regulatory framework doesn't currently permit optional modules at level four. The university set a condition for the team to confirm that optional modules at level four are permitted. If these aren't permitted at level four, the team must change the optional module to meet the requirements of KUs regulatory framework. This entails removing the optional module at level four and changing the 15-credit compulsory public health module at level four to 30 credits. As the programme with optional modules is currently mapped to the FN:SPRN, changing optional modules to compulsory doesn't impact on assurance of the programme meeting the FN:SPRN.

Programme documentation and the modification visit show how the design and delivery of the MSc dual award supports students to gain experience in two fields

of nursing. Field specific outcomes are outlined in module descriptions at all academic levels. The practice module in each year in all routes is non-credit bearing.

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

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

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.8 is met. The BSc (Hons) route is unchanged through this modification.

Module specifications and mapping provide evidence of content in law, safeguarding, consent, pharmacology and medicines administration and optimisation across two fields in the MSc dual award. A shared medicines management module in year two of the BSc (Hons) and MSc dual award focuses on developing students' knowledge and skills in pharmacology. Application to field specific concepts is taught in each year's field specific modules. Medicines administration and optimisation is assessed in increasing levels of complexity throughout the programme.

For students on the MSc route, content in law, safeguarding, consent, pharmacology and medicines administration and optimisation is taught in an essential skills module which aims to provide the fundamental clinical knowledge and skills required equivalent to parts one and two of the BSc (Hons) route.

Summative assessment for medicines management, pharmacology and numeracy sits in the practice module in each year for all three routes. Students have four attempts each year to achieve 100 percent to pass the module.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent 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. For the BSc (Hons) and MSc dual award there's an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used with appropriate aims and outcomes stated.

For the MSc route students complete 2700 hours of theory and 2346 practice learning hours which includes 650 hours of RPL and 196 hours of SPL. The additional theory hours consist of 400 independent learning hours.

A blended learning approach is used for all three routes with both synchronous, asynchronous and face to face learning hours specified in module descriptions. Independent and guided activities are clearly outlined in student facing documentation and suggested hours for independent study are provided.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

**MET**  **NOT MET**

R2.10 is met. There's a wide range of SPL used in the programme, both face to face, virtual and blended learning. 590 hours of SPL are allocated across three years in BSc (Hons) route which includes 150 hours of PEeP. The MSc dual award has 579.75 hours of SPL including 150 hours of PEeP spread across four years. The MSc has 196 hours of SPL across two years; this doesn't include any PEeP.

There are four PEePs developed. These are designed using a case study approach to structure experiences. Students work in small teams and PEePs are delivered over a two-week period each year. PEePs are used to replicate either a challenging situation that students might meet in practice or provide practice learning experience in hard-to-reach practice learning settings. There are different PEePs for each field of nursing.

Three of the PEEPs are developed and delivered across all London universities with learning disabilities, mental health and children's nursing students. The children's focussed PEEp includes activities developed with a children's hospice for both learning disabilities and children's nursing students. The mental health nursing PEEp is focussed on working with people with complex mental health needs. The learning disabilities PEEp utilises case studies designed with people with learning disabilities. Adult nursing students also take this PEEp in year two.

Students work on two PEEPs, one in each year, prior to their second practice learning experience. All students complete the public health PEEp. The PEEPs are developed collaboratively with both PLPs and PUSCs and are delivered both online and on campus. PLPs and the programme team confirm that PLP staff support and assess PEEPs.

There are sufficient resources both physical and academic staff to support the range and amount of SPL in the programme.

**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 (R2.11)

YES  NO  N/A

The programme is delivered in England in English only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (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 registration solely with the NMC.

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

YES  NO

It isn't clear whether the recruitment process for an external examiner for the MSc dual award has commenced or whether existing external examiner allocation to the BSc (Hons) and MSc nursing routes is confirmed. (Condition three)

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

It isn't clear whether the recruitment process for an external examiner for the MSc dual award has commenced or whether existing external examiner allocation to the BSc (Hons) and MSc nursing routes is confirmed. (Condition three)

Condition three: The programme team must evidence that external examiner recruitment process has started, to ensure an external examiner is appointed prior to commencement of the MSc dual award routes and existing external examiner allocation to the revised BSc (Hons) and MSc nursing routes is confirmed. (SFNME R2.21; SPNP R2.1) (Joint NMC and university condition)

Date: 7 November 2023

### Post event review

Identify how the condition(s) is met:

Condition three: An external examiner allocation document for 2023–2024 and external examiner guidance from the KU QAE team provide evidence that existing external examiners are allocated modules from the modified programme. There's no requirement in the KU QAE external examiner guidance to appoint a new external examiner for the MSc dual award route as the modules are shared with the BSc (Hons) and MSc routes.

Condition three is met.

Evidence:

QAE external examiners document, 2022–2023, undated

External examiner allocations, 2023–2024, undated

Chairs approval of conditions, 6 December 2023

Date condition(s) met: 8 December 2023

Revised outcome after condition(s) met: MET  NOT 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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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; R2.10, R2.12; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

**Findings against the standard and requirements**

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

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

**MET**  **NOT MET**

R3.1 is met. BSc (Hons) and MSc routes are unchanged through this modification.

Documentary evidence, PLPs and the programme team tell us there's sufficient practice learning experiences available for KU students taking the MSc dual award to develop and meet the FN:SPRN to deliver safe and effective care. Students we meet tell us that they're supported in practice learning environments and there's sufficient opportunity to get experience in all fields of nursing throughout their programme. Students tell us they enjoy the SPL and PEeP activities and gain a lot from these experiences in safe learning environments. There's evidence in programme documentation and the e-PLPAD to give assurance that students develop both clinical and theoretical skills to meet the diverse needs of people, either through practice learning settings or SPL.

Students undertaking the MSc dual award experience a range of practice learning settings appropriate to each of the two fields of nursing. The programme team tell us that each student on this route has a bespoke practice learning plan mapped across the four years.

- 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. BSc (Hons) and MSc routes are unchanged through this modification.

Documentary evidence, the programme team and PLPs confirm that there's enough variety of practice learning experiences in both fields for students taking the MSc dual award.

- 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. Programme documents and discussion with the programme team confirm that partnership working between KU, PLPs and PUSCs ensures SPL allows students to meet the communication and relationship management skills and nursing procedures as set out in the FN:SPRN, annexes and b.

The communication and relationship management skills that are learned and assessed through SPL for all four fields of nursing practice are identified in the e-PLPAD. Timetable examples set out the specific proficiencies the student is expected to learn and achieve in each SPL activity within their selected fields of nursing. The e-PLPAD also provides PUSCs the opportunity to feedback to students on skills during SPL.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

**MET**  **NOT MET**

R3.4 is met. Documentation and the modification visit evidence that the minimum 2300 practice learning hours is maintained. SPL doesn't exceed 600 hours. Each route has different SPL hours allocated with the BSc (Hons) and MSc dual award having 590 hours and 579.75 hours respectively. This includes 150 hours of PEEp. The MSc route has 196 hours of SPL with no PEEp included.

The amount of SPL in all three routes is proportionate. PUSCs contribute to SPL delivery acting as role players in a range of clinical practice scenarios across all four fields. Other types of SPL include the use of high-fidelity manikins, virtual reality scenarios and an immersion suite. In the immersion suite students experience practice learning settings such as visiting a home or community setting, that's tailored to each field of practice. Students' complete activities prior to and after the SPL experience. SPL activities contribute to achievement of the FN:SPRN.

- 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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 7 November 2023		
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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with constructive feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p> <p>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</p> <p>R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse</p> <p>R4.9 ensure that there is equal weighting in the assessment of theory and practice</p> <p>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 <i>Standards of proficiency for registered nurses</i>.</p>

*Standards framework for nursing and midwifery education, specifically:  
R2.12; 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*

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. Unchanged through this modification.

- 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 not met. PEEp is assessed by practice staff who are prepared as practice supervisors and practice assessors. Practice educators at the modification visit confirm their involvement with PEEp assessment. However, SPL is assessed by practice supervisors who are academic staff. KU academic staff undertaking SPL are prepared as practice supervisors. The roles and responsibilities of practice supervisors, practice assessors and academic assessors in SPL aren't clear in student facing documentation. Preparation of practice assessors undertaking SPL isn't clear in programme documentation. (Condition one)

It's not clear in student facing documentation that for SPL assessed against the FN:SPRN there's an allocated practice assessor. In addition, it's not clear that academic staff acting as practice supervisors aren't also the practice assessor. (Condition one)

**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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

**MET**  **NOT MET**

R4.4 is met. Programme documentation confirms that feedback to students is provided during SPL. The e-PLPAD provides evidence of feedback that supports progression towards achievement of the FN:SPRN.

Assessments in all routes has changed. There's a variety of summative assessments scheduled in the three routes. These include open book exams, development of a health resource, analysis of artificial intelligence created information, presentations, reflective essays, peer presentations, OSCEs, digital posters, numeracy and achievement of the FN:SPRN.

PUSCs tell us they support assessment of OSCEs and give feedback on the health resource. Feedback on SPL activities is recorded in the e-PLPAD.

Assessment information makes clear when assessments are scheduled and when assignment briefs are released. Students tell us this is a positive aspect of the programme as it provides plenty of preparation time.

- 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. Unchanged through this modification.

**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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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 <i>Standards of proficiency for registered nurses</i> (R4.10)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u><a href="#">Standards framework for nursing and midwifery education</a></u> relevant to supervision and assessment are met			
		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
SPL is assessed by practice supervisors who are academic staff. It's not clear in student facing documentation that for SPL assessed against the FN:SPRN there's an allocated practice assessor. In addition, it's not clear that academic staff acting as practice supervisors aren't also the practice assessor. (Condition one)			
Assurance is provided that Gateway 2: <u><a href="#">Standards for student supervision and assessment</a></u> are met			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
<b>Is the standard met?</b>		MET <input type="checkbox"/>	NOT MET <input checked="" type="checkbox"/>
SPL is assessed by practice supervisors who are academic staff. It's not clear in student facing documentation that for SPL assessed against the FN:SPRN there's an allocated practice assessor. In addition, it's not clear that academic staff acting as practice supervisors aren't also the practice assessor.			
Condition one: The programme team must ensure that in student facing documentation any SPL assessed against the FN:SPRN, meets the SSSA. (SFNME R2.4; SPRN R4.2)			
<b>Date:</b> 7 November 2023			
<b>Post event review</b>			
<b>Identify how the condition(s) is met:</b>			

Condition one: Detailed guidance on SPL assessment and SPL exemplars are provided. The guidance states that any SPL assessed against the FN:SPRN is assessed by a practice assessor. The guidance makes clear that academic staff acting as practice supervisor aren't also the practice assessor.

Condition one is met.

Evidence:

SPL exemplar, undated

SPL in the pre-registration nursing curricula, undated

**Date condition(s) met:** 8 December 2023

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

**MET**

**NOT 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.

*Standards framework for nursing and midwifery education, specifically R2.12, R2.21*

#### **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**

- 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. (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

The MSc dual award route documentation and the modification visit confirms that any student who's unable to complete their second field of practice but has completed 4600 programme hours, achieved all the FN:SPRN outcomes and programme requirements, is eligible to apply to the NMC for registration in a single field of nursing: adult, children's, learning disabilities or mental health at BSc (Hons) level six.

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: 7 November 2023

**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

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is considered at this modification visit.		
List additional documentation: Evidence to meet conditions: SPL exemplar, undated SPL in the pre-registration nursing curricula, undated QAE external examiners document, 2022–2023, undated External examiner allocations, 2023–2024, undated Chairs approval of conditions, 6 December 2023		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) nursing: Year one x one learning disability nursing Year one x two children's nursing Year two x one mental health nursing Year two x two adult nursing Year three x one adult nursing Year three x two children's nursing  MSc nursing: Year one x one adult nursing  One graduate BSc (Hons) children's nursing		



People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No employer partners attendance as there's no apprenticeship route considered at this modification visit.		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Care Quality Commission (CQC) inspection report, Ashford and St Peter's Hospitals NHS Foundation Trust, 4 October 2018 CQC inspection report, Central and North West London NHS Foundation Trust, 4 June 2019 CQC inspection report, Kingston Hospital, 14 December 2022 CQC inspection report, Kingston Hospital NHS Foundation Trust, 30 August 2018 CQC inspection report, The Priory Hospital Hayes Grove, 7 June 2021 CQC inspection report, St Georges Hospital (Tooting), 17 August 2023 CQC inspection report, St Georges University Hospital NHS Foundation Trust, 18 December 2019 CQC inspection report, St Peters Hospital, 29 March 2023 CQC inspection report, The Children's Trust – Tadworth, 6 April 2023		
If you stated no above, please provide the reason and mitigation: Practice visits aren't necessary as KU is an established AEI. There's no requirement for a review of resources as part of this modification as KU is an established AEI.		
Additional comments: None identified.		

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**Issue record**

**Final Report**

Author(s):	Angela Hudson	Date:	15 November 2023
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