

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Kingston University and St George's Hospital Medical School
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Epsom and St Helier University Hospital NHS Trust  St George's Hospital NHS Trust  South West London and St George's Mental Health Trust  Croydon Health Services NHS Trust  Hounslow and Richmond Community Healthcare NHS Trust  St George's University Hospitals NHS Foundation Trust  King's College Hospital NHS Trust  University College London Hospital NHS Foundation Trust  Kingston Hospital NHS Foundation Trust  Central London Community Healthcare NHS Trust  Moorfields Eye NHS Hospital Foundation Trust  Imperial College Healthcare NHS Trust  Whittington Health NHS Trust  Western Sussex NHS Trust  Kingston CCG  Chelsea and Westminster Hospital NHS Trust  Sussex Community Foundation Trust  Richmond CCG  One Bromley CCG  Great Ormond Street Hospital for Children NHS Foundation Trust  Central and Northwest London NHS Foundation Trust  Frimley Health NHS Foundation Trust  Greenwich and Lewisham NHS Trust  South London and Maudsley NHS Foundation Trust  Oxleas NHS Trust  Surrey and Borders Partnership NHS Foundation Trust  Merton CCG  Wandsworth CCG  Royal Brompton and Harefield NHS Foundation Trust</p>

	<p>Royal Marsden NHS Foundation Trust Ashford and St Peters NHS Foundation Trust Private, voluntary and independent health care providers Education and social care organisations</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc Nursing/ Registered Nurse (Adult); MSc Nursing/ Registered Nurse (Adult) Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc Nursing/ Registered Nurse (Mental Health); MSc Nursing/ Registered Nurse (Mental Health) Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Learning Disabilities Title of programme: BSc Nursing/ Registered Nurse (Learning Disability); MSc Nursing/ Registered Nurse (Learning Disability) Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Child Title of programme: BSc Nursing/ Registered Nurse (Child); MSc Nursing/ Registered Nurse (Child) Programme start date: 7 September 2020</p>	

Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7	
<b>Date of approval</b>	12 March 2020
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Mason Lay Visitor: Sandra Stephenson

**Section two**

**Summary of review and findings**

Kingston University (KU) is an approved education institution (AEI). The school of nursing (the school) presented documentation for the approval of a three-year full-time BSc (Hons) nursing in adult, child, mental health and learning disabilities nursing and a two-year full-time MSc nursing in adult, child, mental health and learning disabilities. The nurse degree apprenticeship (NDA) route was withdrawn by the approval panel on the day of the approval visit.

The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped within the programme.

The programme documentation reviewed as part of the approval process demonstrates evidence of effective partnership working between the AEI and key stakeholders. There is evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. The programme documentation clearly explains the programme provision to stakeholders. KU is a member of the pan-London practice learning group (PLPLG) involving engagement of AEIs across London and their practice learning partners (PLPs). The pan-London practice assessment document (PLPAD) is used by students to record achievement of NMC proficiencies in practice placement learning (PPL).

The implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) are the outcome of effective collaboration with the PLPLG. The PLPAD specifies the roles and responsibilities for practice supervisors, assessors and academic assessors. This pan-London initiative provides a consistent approach to the implementation of the SSSA (NMC, 2018). The discussion with PLPs did not assure the visitors the roles and responsibilities of the practice assessor and academic assessor set out in the pan-London approach are understood and implemented correctly by the school.

Programme documentation presented for the approval process demonstrates evidence of effective partnership working between the AEI and PLPs. PLPs include national health service (NHS) organisations, and independent and private healthcare providers within the London geographical area. The documentation provided demonstrates effective partnerships with service users and carers (SUCs), allied health professionals and students.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level.

The SSSA (NMC, 2018) is not met at programme level.

The SPNP (NMC, 2018) is not met.

The programme is recommended to the NMC for approval subject to three NMC conditions. There are three university conditions. The visitors made two recommendations and the university made two recommendations.

Updated 5 May 2020:

KU submitted revised documentation which evidences the changes required to meet the three NMC conditions. KU confirm the three university conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>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 AEI must provide a strategic implementation plan and model to demonstrate the shared roles and responsibilities for the nominated practice assessor and academic assessor. (SSSA R9.4; SPNP R4.2)</p> <p>Condition two: The AEI must provide a detailed implementation plan to provide and monitor the provision of planned and meaningful practice learning for experience of care across the four fields of nursing. (SPNP R3.1)</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 three: The AEI must provide evidence of signed service level agreements with PLPs. (SFNME R2.1)</p> <p>Condition four: The MSc programme learning outcomes must be changed to reflect level seven academic qualification descriptors. (University condition)</p> <p>Condition five: A separate programme specification is to be created for each named award. (University condition)</p> <p>Condition six: The team address the documentary items identified in the addendum to this report. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>23 April 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Strengthen the information provided between the AEI and the PLPs about the roles and responsibilities for practice supervision and assessment. (SSSA R1.4)</p> <p>Recommendation two: Consider establishing a system to evidence training to ensure all SUCs participating in programme delivery and assessment are provided with equality and diversity training. (SFNME R1.10, R2.6)</p> <p>Recommendation three: Provide signposting for practice supervisors and practice assessors for whom to contact regarding student issues outside normal working hours. (University recommendation)</p> <p>Recommendation four: Detailed minutes should be taken and approved for meetings between PLPs and KU to provide an audit trail for evidence of strategic partnership working. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Monitor KU's implementation of the pan-London arrangements for the roles and responsibilities for supervision and assessment in practice learning.</p>





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

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

The programme team have provided revised documentation to evidence the required changes to meet condition one. The provision of a strategic implementation plan and revised programme documentation now demonstrate the shared roles and responsibilities for the nominated practice and academic assessor. The evidence for the strategic model and implementation plan for ensuring shared roles and responsibilities is demonstrated in the KU practice assessor and academic assessor strategic model and implementation plan, the KU handbook for practice supervisors and practice assessors 2020–2021; and the KU version of the pan-London practice assessor preparation presentation used to support practice assessor training. Condition one is now met. SSSA R9.4 and SPNP R4.2 are now met.

The programme team provided revised documentation to evidence that condition two has been met. The implementation plan to provide and monitor the provision of planned and meaningful practice learning for experience of care across the four fields of nursing provides evidence to meet this condition. Information for students and practice placement partners is now provided in the BSc and MSc Nursing programmes, the KU handbook for practice supervisors and practice assessors 2020–2021, the school of nursing placement allocation process policy for BSc (Hons) and MSc Nursing (all fields), and the placement allocation letter to all practice learning areas. Condition two is now met. SPNP R3.1 is now met.

KU has provided the agreed sample of eight service level agreements signed by the university and the PLP. Condition three is now met. SFNME R2.1 is now met.

The AEI has confirmed that the university conditions have been met.

The SFNME is now met.

The SSSA are now met.

The SPNP are now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> Yes
<b>Summary of observations made, if applicable</b>	The AEI has identified an error in the documented length of the MSc programme in the report; this has been corrected.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval



<b>Date condition(s) met:</b>	5 May 2020
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### **Section three**

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p>

**Standard 2: Educational governance and quality:**

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

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

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

R5.14 a range of people including service users contribute to student assessment  
Standards for student supervision and assessment (NMC, 2018)

**Standard 1: Organisation of practice learning:**

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

environments

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Documentary evidence and the approval visit confirm the AEI is committed to robust partnership working with all stakeholders including; students, SUCs, and PLPs in the development, delivery and evaluation of the programme.

The pre-registration practice partners' development, support and learning committee brings together PLPs and the school to develop and monitor the range and quality of PLPs and the support required. This group ensures that the SSSA are in place and routinely evaluated. Practice areas are grouped into zones and PLPs and the AEI meet regularly to discuss supervision and assessment locally

and to support staff. Those providing supervision and assessment in PPL were able to explain their roles. There was some uncertainty of the roles by some of the PPL representatives and they could be supported in developing their understanding through further information shared between the AEI and those supporting PPL.

During the approval, PLPs explained how they were involved in the development of the PLPAD. They also tell us how their feedback shapes the programme and the spiral curriculum approach. An example of this was their suggestion of earlier integration of medication and then building on this throughout the programme. Partnership working between the school NHS PLPs and representatives from the independent and voluntary sectors demonstrates a robust approach to the organisation of PPL. However, the service level agreement documents provided are not signed to provide evidence of the agreed roles and responsibilities of the AEI and PLP. (Condition three)

Evidence of partnership working with SUC groups is strong and demonstrated by the service user implementation policy (2019). The service user involvement strategy is detailed and ambitious, including plans for enhanced future working. There is clear evidence that evaluations and feedback from SUCs supports evidence-based improvements. Documentation shows how service users are involved in student recruitment. SUCs told us how they help to develop interview scenarios and questions and are part of multiple mini interviews (MMIs) alongside clinical practitioners and academics. They are supported through the process by admissions team staff who prepare them, including equality and diversity (ED) training and post-event reflections.

SUCs confirm they co-produce and work collaboratively with nursing academics to design and develop the curriculum, contributing to modules and teaching and learning content through the SUCs group plus twice-yearly design and development days.

SUCs participate in the learning and teaching of students through simulated and experiential learning. SUCs share their experiences and work directly with students in role-play and re-enactment. SUCs evaluate and review their own involvement in programmes and these views highlight areas for further development or improvements. Students from across the four fields of nursing also make suggestions to how SUCs can be involved in the development of future programmes and how their involvement supports their learning.

Some of the SUCs tell us they are uncertain about having received equality and diversity training; others provided assurance this had been undertaken. The programme team confirmed service users (SUs) are provided with ED training so that the learning culture is fair and compliant with equality and human rights legislation. As part of the continuous improvement process, the approval panel recommended that the programme team continue to ensure all SUCs participating in programme delivery and assessment are provided with ED training and

establish a system to evidence training. (Recommendation two)

The documentary evidence and the discussion during the approval visit demonstrates students have a number of opportunities to feed back on their learning through attendance on the staff student consultative committee, board of studies and through practice placement and module evaluations. There are nominated students who are student link representatives and they gather the views of the wider student population and report these to programme staff. The students we met during the approval visit told us they are actively involved in the development and evaluation of the programmes and their views are acted upon to make improvements where necessary.

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

***Not Met***

The service level agreements provided by the AEI do not have signatures for those representing the PLP to demonstrate the agreements for the roles and responsibilities to support partnership working. (Condition three)

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

***Met***

**If not met, state reason**

The service level agreements provided are not signed to provide evidence of the agreed roles and responsibilities of the AEI and PLP.

Condition three: The AEI must provide evidence of signed service level agreements with PLPs. (SFNME R2.1)

**Post Event Review**

**Identify how the condition is met:**

Condition three: KU has provided the agreed sample of eight practice learning partner agreements signed by the university and the PLP.

Condition three is now met. SFNME R2.1 is now met.

Evidence:  
Eight signed placement agreements with a date range of April 2019 to November 2019

**Date condition(s) met:** 5 May 2020

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

**Met**

Condition three is now met.  
SFNME R2.1 is now met.

### Student journey through the programme

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

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and



when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

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

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



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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R1.5 is met. The KU academic and quality standards and the KU admissions policy set out the policies and processes used to assess recognition of prior learning (RPL). Programme specification documents for the BSc and MSc programmes state the maximum RPL allowed. For the BSc, RPL will be considered for applicants with a relevant foundation degree, such as the foundation degree nursing associate, for up to a maximum of 50 percent of the programme.

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

***Met***

R1.6 is met. KU regulations allow a maximum RPL of two thirds of the total credit for the required award. For the MSc and BSc (Hons) the programme specifications clearly states more than 50 percent can be considered for RPL if an applicant is currently an NMC registered nurse. If a registered nurses applies to a pre-registration programme in a different field of practice this will be mapped against the NMC Standards of proficiency to identify the additional theory or practice learning required. For the MSc, the programme specification states NMC registered nurses will be considered for more than 50 percent RPL up to the university maximum of two thirds of the total credit for the required award. This is mapped against year one theory and practice outcomes. The external examiner reviews claims submitted for RPL.

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

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

***Met***

R1.7 is met. The programme introduces students to literacy, numeracy, digital and technological skills; this continues throughout the programme. The skills are further developed and assessed in modules. Literacy, numeracy, digital and technological skills are mapped to the programme outcomes, modules and proficiencies in the. The baseline assessment of digital literacy skills at the selection event is used to develop capability in digital and technological literacy

during the programme.

Students are supported to use CANVAS, the virtual learning environment (VLE) which supports student engagement and learning. Dedicated 24-hour support for the VLE is available to all students. Additional information technology (IT) support is available through 'My Kingston'. A range of support is available to students including a specialist lecturer for academic support for one to one tutoring to support their writing or general academic skills, English language development or support for specific learning needs such as dyslexia. The academic skills centre (ASC) has specialist academic support staff provide small group and one to one support. The librarians in the learning resource centre (LRC) offer one to one teaching to support students to develop literature searching using software packages. Students tell us of specific numeracy support, including extra tutorials to help them to pass mandatory summative assessments. Numeracy skills are continuously developed during the programme, with support from academic staff who specialise in numeracy support. Numeracy is integrated into theory and the module specifications for the BSc and MSc programmes provide evidence students will be required to continuously develop their abilities in numeracy, literacy, and digital technology. In practice learning, the PLPAD assesses students' literacy, numeracy and communication skills and these are mapped to the NMC Future nurse: Standards of proficiency for registered nurses.

Students tell us they feel well supported and able to access the learning support provided by the LRC and the VLE. Students tell us second year peers act as academic mentors and provide academic and pastoral support to first year students. Third year students support those in the second year. The students confirmed this peer support to be a very positive experience. MSc students tell us the critical skills toolkit supports their return to academic study at a higher level and they are able to access the same study support through the LRC and VLE.

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

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

**Yes**

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

**There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place**

**Met**

We found evidence of consultation with existing students about the new NMC

standards and the programme presented for approval. This consultation included working with students to make an informed decision about the options to continue on existing programmes as part of a taught out strategy, or to transfer to the new programmes approved under the new standards. The students spoke positively about the transfer to the new programme and the consultation processes. The proposed changes were explained and discussed with year one students, who explained the consultation process. The students tell us they had the opportunity to voice concerns and opinions, it was a two-way process and they were given the opportunity to make an informed decision. Year one BSc students will transfer to the new curriculum at the start of their second year in September 2020. Year one of the current BSc (Hons) programme has been mapped to the learning outcomes for year one of the new programme.

**Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes**

**Met**

KU regulations allow a maximum RPL of two thirds of the total credit for the required award. For the MSc and BSc (Hons) the programme specifications clearly states more than 50 percent can be considered for RPL if an applicant is currently an NMC registered nurse. If a registered nurse applies to a pre-registration programme in a different field of practice this will be mapped against the NMC Standards of proficiency to identify the additional theory or practice learning needed for the required award.

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 28 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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

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

**Yes**

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

**Yes**

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



**Yes**

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

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

**Met**

R2.4 is met. The programme specifications confirm students will follow the same core modules at levels four to six which includes generic and field specific content. In Year one the MSc routes study 15 credits at level five, 75 credits at level six and 60 credits at level seven; these are shared generic and field modules undertaken with BSc students. In year two, MSc students share 30 credits at level six with the BSc students and complete 90 credits at level seven. This is to allow all students to gain an understanding of the needs of people across the lifespan and across all care settings to meet the diverse needs of individuals and the community.

Staff from each field supports the delivery of generic modules. Field specific modules are taught by academic staff from the same field to ensure appropriate content. Staff from each field support the delivery of generic modules. Students tell us that the cross-field lectures give them a good understanding of the diverse needs of patients they will meet on placement. Inter-professional learning (IPL) learning experiences such as 'Grandma remember me' allow students to reflect and develop understanding across fields. The heritage to health programme supports shared learning between fields and gain experience of working with those with learning disabilities.

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

**Met**

R2.5 is met. The BSc and MSc programmes are designed to introduce students to their chosen field of practice from the start of the programme whilst gaining exposure to nursing within the four fields of adult, child, mental health and learning disabilities. To ensure that students are adequately prepared to enter the register in their field of nursing the programme has field specific modules. Shared modules are delivered across each year to enable shared learning across fields. Mapping of field specific content for law, safeguarding and medication management is



evidenced in the module documents. There are opportunities during PPL for students to return to the school to participate in skills and simulation days that further support the integration of theory into practice within and across nursing fields.

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

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

**Yes**

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

**Yes**

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

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

**Met**

R2.8 is met. To ensure that students are adequately prepared to enter the register in their field of nursing the programme has field specific modules within each route. The programme specifications and module documents demonstrate mapping to ensure that field specific content in relation to the law, safeguarding, consent and medicines administration and optimisation is included in field specific modules. The programmes presented for approval do not lead to the eligibility to register in more than one field of nursing practice.

**The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.**

**There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that**

**clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)**

**Met**

R2.9 is met. The programme is designed with an equal balance of theory and practice and meets the NMC requirement for a minimum of 2,300 hours of practice learning and 2,300 hours theory learning. A range of learning and teaching strategies are used including small and large group work, lectures, conferences, seminars, problem based learning, clinical skills and simulated learning.

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

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

**N/A**

The programme is not delivered in Wales.

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

Yes

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 28 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) 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

*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)**

***Not Met***

R3.1 is not met. The practice placement management system 'InPlace' ensures opportunities for students on all four fields of nursing practice to experience delivering safe and effective care to a diverse range of people. For all fields BSc students undertake seven periods of PPL and the MSc students five. Students are supernumerary during their placements and this was confirmed at the approval visit.

Regular audits assess the suitability of placement learning environments. The

introduction to practice sessions help students to prepare for practice learning and make them aware of the raising and escalating concerns policy. The AEI and PLPs share and explain policies to students in the induction to the clinical area which include health and safety, infection control, record keeping and confidentiality. E-learning for health further supports students to understand the requirements of their role. Link lecturers provide support to students whilst on placement. The PLPAD is mapped to the NMC Standards of proficiency for registered nurses. Practice assessors and academic assessors work together to assess and evaluate students' performance.

The documents showing the student journeys details how students should meet the requirements of their field and learning experience across the other three fields. Students are encouraged to be proactive in their learning and to seek outreach placements that offer cross-field experiences. Students tell us how they experience the four fields through placements provided, such as an acute adult ward where they treat patients with learning disabilities or mental health issues or at a GP practice where they experience 'cradle to grave' across four fields. Others tell us of elective placement opportunities such as an adult student who chose a neonatal unit and maternity ward. However, we are not assured sufficient meaningful placements within other fields are consistently available for all students, as students are responsible for seeking out these learning experiences. The opportunity for students to develop the proficiencies needed as registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice is inconsistent without the support of the AEI to arrange PPL in the other fields of practice. (Condition two)

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

***Met***

R3.2 is met. Students benefit from a wide range of IPL opportunities; during clinical placements, students learn from and with a range of health and social care students and professionals. Other learning activities are undertaken within practice, the classroom and within the clinical skills and simulation suite with different professional groups including medicine, physiotherapy, midwifery, pharmacy, social work and paramedics. The students tell us of their field learning and the variety of experiences they have in different placements. The practice learning allocation system provides assurance of the variety of field specific learning experiences. This ensures students learn to meet the holistic needs of people of all ages. The PLPAD provides the opportunity for students to achieve related proficiencies and reflect on their experiences. Students tell us of the variety of field placements they have attended and how this contributes to their learning.

**Evidence that the practice learning opportunities allow students to meet the**

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

***Met***

R3.3 is met. The documentary evidence indicates clinical skills and simulation sessions support students to build their knowledge and self-confidence. It provides students with the opportunity for them to develop and practise communication and nursing procedures safely. The documentation and discussion with the programme team explained cross-field learning further supports students to communicate, manage relationships and work as part of a team to deliver person centred care. The use of SUCs and drama organisations such as the Baked Bean company ensures all students have the opportunity for shared learning activities to develop communication and relationship management skills.

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

***Met***

R3.4 is met. The documentary evidence provided by the simulation strategy indicates how simulation-based learning opportunities will be used in the programme. Clinical skills and simulation sessions support students to build their knowledge and self-confidence as it gives the opportunity for them to develop and practise communication and nursing procedures safely. The students tell us of the benefits of simulated learning for clinical skills and role-play to support learning and develop confidence for their PPL.

Simulation is used to provide peer assessed clinical skills and to support students in developing and providing constructive criticism and feedback to others. The programme team told us simulation is embedded as a whole programme approach. This includes role-play, the use of high fidelity full body mannequins that are used to develop complex skills of assessment and clinical decision-making.

The programme team, students and SUCs told us how the Baked Bean production company and the 'grandma remember me' puppet show provides students with experiences to support communication and relationship building. The students told us of the learning that these simulated learning events provided in allowing them to understand different perspectives of those involved in care as well as those of SUCs.

**There are processes in place to take account of students' individual needs**



**and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)**

**Met**

R3.5 is met. KU demonstrates a robust approach to providing students with support to take account of students' individual needs and personal circumstances. There is clear signposting to the role of the personal tutor, module leads and additional student support services. On entry to the programme, students who identify with a specific learning need are signposted to the student support service to assess their needs. If necessary, a statement of individual needs is developed to support student learning; this statement is shared with academic and PLP staff in line with equality and human rights legislation.

Adjustments to meet students' individual needs on placement might include placements nearer to home and later starts for early shifts. Students are encouraged to discuss their individual needs with the practice supervisor and practice assessor. A specific statement of support needs for PPL is provided for students who require specific adjustments in practice. A guide is available for practice supervisors and practice assessors to help provide support to students with dyslexia or dyspraxia during PPL.

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**



**Is the standard met?**

***Not Met***

The opportunity for students to develop the proficiencies needed as registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice is inconsistent without the support of the AEI to arrange PPL in the other fields of practice.

Condition two: The AEI must provide a detailed implementation plan to provide and monitor the provision of planned and meaningful practice learning for experience of care across the four fields of nursing. (SPNP R3.1)

**Date: 10 April 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team has provided revised documentation to evidence that condition two has been met. The implementation plan to provide and monitor the provision of planned and meaningful practice learning for experience of care across the four fields of nursing provides evidence to meet this condition. Information for students and practice placement partners is now provided in the BSc and MSc Nursing programmes, the KU handbook for practice supervisors and practice assessors 2020–2021, the school of nursing placement allocation process policy for BSc (Hons) and MSc Nursing (all fields), and the placement allocation letter to all practice learning areas.  
Condition two is now met.

**Evidence:**

BSc Nursing programmes handbook for practice supervisors and assessors 2020/2, undated

MSc Nursing programme handbook for practice supervisors and assessors 2020/2, undated

KU handbook for practice supervisors and practice assessors 2020–2021, undated  
School of nursing placement allocation process policy for BSc (Hons) and MSc Nursing (all fields) 2020-2021, undated

Copy of example of the amended placement allocation letter to all practice learning areas, undated

Placement learning across fields PowerPoint, undated

**Date condition(s) met:** 5 May 2020

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

***Met***

Condition two is now met.  
SPNP R3.1 is now 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

R4.1 – R4.11

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

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

***Met***

R4.1 is met. KU presents clear evidence working collaboratively with PLPs to develop and support the proposed programme and practice placement learning. The programme is supported by academic staff who are appropriately experienced and qualified, with relevant clinical experience across the four fields.

Programme documentation provides evidence of comprehensive strategies that aim to provide students and apprentices with personal, academic and practice student centred support across learning environments. The evidence presented indicates evidence of a robust system of support for students whilst in practice placement learning.

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

***Not Met***

R4.2 is not met. KU adopted the SSSA in September 2019. The pan-London SSSA guidance documentation confirms the arrangements for implementing the standards.

The school will follow the agreed pan-London approach to the implementation of the SSSA. Practice supervisors, practice assessors and academic assessors have undergone training for their roles and continue to be regularly updated. Practice supervisors and practice assessors have access to the supervisor/assessor guide to completing the PLPAD and are supported in practice by link lecturers. Practice learning documentation sets out the roles and responsibilities of staff involved in the practice learning of students to ensure that they are appropriately supported and supervised. Practice assessors and practice supervisors are identified by PLPs and academic assessors are identified by the AEI. The evidence provided demonstrates governance processes for maintaining appropriate records of practice supervisors and assessors has been established. During the approval visit the discussion demonstrated some lack of clarity of the roles and responsibilities of the practice and academic assessor. Those providing supervision and assessment in PPL were able to explain their roles. However, there was some uncertainty of the roles by some of the PPL representatives and they could be supported in developing their understanding through further information shared between the AEI and those supporting PPL. (Recommendation one)

During the approval visit, the discussion demonstrated some lack of clarity of the roles and responsibilities of the practice assessor and academic assessor. The practice supervisors and practice assessors attending the approval tell us the clinical link tutor would take the role of the academic assessor. We are not assured that those supporting PPL and the programme team are consistent in the pan-London approach to the role of the academic 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**

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

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

**Met**

R4.4 is met. Documentation identifies the importance of feedback to students to allow their progression and achievement and sets out from whom students will receive feedback, including practice supervisors, practice assessors, academic assessors and service users.

Assessment types include exams, presentations, case scenarios, online quizzes, essays and objective structured clinical assessments (OSCA's). SUs are involved in the OSCA's and when on placement students have to gain service users' feedback in the PAD. The module team provide students with academic support and assignment supervision. They coordinate tutorial support for both formative and summative assessments making sure appropriate feedback and feed forward is provided. The personal tutor (PT) support student guide provides detail of the type and frequency of support to be expected from the PT across academic levels four to seven.

Formative and summative feedback is provide by practice supervisors and practice assessors during PPL and feedback is recorded in the PLPAD. Feedback in the PLPAD is reviewed by the personal tutor after each placement.

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

**Met**

R4.5 is met. Documentary evidence shows that appropriate mapping is in place to ensure students can meet the standards of proficiency for registered nurses and the programme learning outcomes for their field of nursing practice. The generic and field specific modules and the PLPAD have been mapped to the NMC proficiencies.

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**No**

During the approval visit the discussion with PLPs, practice education facilitators and those undertaking the practice supervisor and practice assessor roles demonstrated lack of understanding of the roles and responsibilities of the practice and academic assessor. Further discussion with the programme team did not provide assurance of the shared understanding of the roles and responsibilities outlined for practice assessors and academic assessors in the pan-London approach to SSSA. (Condition one)

**Outcome**



**Is the standard met?**

***Not Met***

During the approval visit the discussion with PLPs, practice education facilitators and those undertaking the practice supervisor and practice assessor roles demonstrated lack of understanding of the roles and responsibilities of the practice and academic assessor. Further discussion with the programme team did not provide assurance of the shared understanding of the roles and responsibilities outlined for practice assessors and academic assessors in the pan-London approach to SSSA.

Condition one: The AEI must provide a strategic implantation plan and model to demonstrate the shared roles and responsibilities for the nominated practice assessor and academic assessor. (SSSA R9.4; SPNP R4.2)

**Date: 10 April 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team have provided revised documentation to evidence the changes to meet condition one; to providing a strategic implementation plan and programme documentation to demonstrate the shared roles and responsibilities for the nominated practice and academic assessor.

The evidence for the strategic model and implementation plan for ensuring shared roles and responsibilities is demonstrated in the KU practice assessor and academic assessor strategic model and implementation plan, the KU handbook for practice supervisors and practice assessors 2020–2021; and the KU version of the pan-London practice assessor preparation presentation used to support practice assessor training.

Condition one is now met. SSSA R9.4 and SPNP R4.2 are now met.

**Evidence:**

KU practice assessor and academic assessor strategic model and Implementation plan 2020-2021, undated

KU handbook for practice supervisors and practice assessors 2020–2021, undated

KU version of the pan-London practice assessor preparation presentation used to support practice assessor training, 1 May 2020

**Date condition(s) met: 5 May 2020**



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

Condition one is now met.  
SSSA R9.4 and SPNP R4.2 are now met.

**Standard 5. Qualification to be awarded**

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

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

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

**If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20**

**N/A**

The programmes presented for approval do not have a fall back award leading to

registration with the NMC.

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: *12 March 2020***

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

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

***N/A***

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
If you stated no above, please provide the reason and mitigation	
PLP agreement documents were provided but were not signed by the PLPs and AEI. Condition three was applied to remedy the deficit.	
List additional documentation:	

Post approval visit documentary evidence to meet conditions:

Eight signed placement agreements with a date range of April 2019 to November 2019

BSc Nursing programmes handbook for practice supervisors and assessors 2020/2, undated

MSc Nursing programme handbook for practice supervisors and assessors 2020/2, undated

KU handbook for practice supervisors and practice assessors 2020–2021, undated

School of nursing placement allocation process policy for BSc (Hons) and MSc Nursing (all fields) 2020-2021, undated

Copy of example of the amended placement allocation letter to all practice learning areas, undated

Placement learning across fields PowerPoint, undated

KU practice assessor and academic assessor strategic model and implementation plan 2020-2021, undated

KU handbook for practice supervisors and practice assessors 2020–2021, undated

KU version of the pan-London practice assessor preparation presentation used to support practice assessor training, 1 May 2020

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	No
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
BSc (Hons) Mental Health Nursing (first Year)	
BSc (Hons) Adult Nursing (second Year)	
BSc (Hons) Adult Nursing (third Year) x four	
BSc (Hons) Children's Nursing (third Year) x three	
BSc (Hons) Learning Disability Nursing (second Year)	
MSc Children's Nursing (second Year)	
MSc Learning Disabilities Nursing (second Year) x two	
MSc Mental Health Nursing (first Year)	
MSc Learning Disabilities Nursing (first Year)	
FdSc Nursing Associate (first Year)	
Graduate Adult Nurse	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	

Those attending the approval visit from the PLPs didn't include senior managers such as directors of nursing. Attendees representing PLPs included a lead nurse for professional development, education and clinical manager, and deputy and associate directors for PLPs. The AEI explained the presence of senior managers was not possible because of because of the current COVID-19 public health emergency.

Additional comments:

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
Care Quality Commission (CQC) South London and Maudsley NHS Foundation Trust report, 30 July 2019	
CQC St George's' University Hospitals NHS Foundation Trust report, 18 December 2019	
If you stated no above, please provide the reason and mitigation	
Visiting practice learning environments and library facilities are not an approval requirement.	
Additional comments:	

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<b>Issue record</b>			
<b>Final Report</b>			
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