Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	King's College London
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Central & North West London NHS Trust
	Central London Community Healthcare NHS Trust
	Chelsea and Westminster Hospital NHS Foundation Trust
	Croydon Health Services NHS Trust
	Great Ormond Street Hospital for Children NHS Foundation Trust
	Guy's and St Thomas' NHS Foundation Trust
	Imperial College Healthcare NHS Trust
	King's College Hospital NHS Foundation Trust
	Lewisham and Greenwich NHS Trust
	North East London Foundation Trust
	Oxleas NHS Foundation Trust
	Royal Brompton and Harefield NHS Foundation Trust
	Royal Marsden NHS Foundation Trust
	South London and Maudsley NHS Foundation Trust
	South West London and St George's Mental Health NHS Trust
	St George's University Hospitals NHS Foundation Trust
	University College London Hospitals NHS Foundation Trust
	Private voluntary and independent healthcare providers
Programmes reviewed:	Pre-registration nursing (Adult, Mental Health and Child)
Title of programme(s):	BSc Nursing with Registration as an Adult Nurse; MSc Nursing with Registration as an

	Adult Nurse
	BSc Nursing with Registration as a Mental Health Nurse; MSc Nursing with Registration as a Mental Health Nurse
	BSc Nursing with Registration as a Children's Nurse; MSc Nursing with Registration as a Children's Nurse
Date of approval visit:	19/03/2019
Programme start date:	16/09/2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
QA visitor(s):	Registrant Visitor: Patricia Hibberd Lay Visitor: Denise Baker

Summary of review and findings
The faculty of nursing, midwifery and palliative care (the faculty), King's College London presented a pre-registration nursing programme in adult, mental health and children's fields of nursing practice with eligibility for single field registration with the Nursing and Midwifery Council (NMC). The following awards are presented for approval: a three-year full-time BSc (Hons) nursing programme and a two-year MSc nursing route, the latter includes recognition of prior learning (RPL) equivalent to one year's study.

The programme documentation and approval process confirm strong evidence of effective partnership working between the approved education institution (AEI) and key stakeholders. Fourteen NHS practice learning partners (PLPs) in London work in partnership with the AEI in supporting student learning providing practice learning for student supervision and assessment.

The AEI is a member of the pan London practice learning group (PLPLG) working with other AEIs across London who have contributed to the development of the new pan London practice assessment document (PLPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). This will be used to plan, record and assess student learning in practice. Guidance is also provided for the preparation of practice supervisors, practice assessors and academic assessors.

Service users confirm positive engagement in the delivery of nursing education within the faculty. Students are also positive in how they contribute to programme development.

The approval process confirms the Standards framework for nursing and midwifery education and the Standards for student supervision and assessment (SSSA) are met at programme level.The programme is recommended to the NMC for approval subject to one condition. Two recommendations are made.

Report updated 08 April 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is met.

The programme is recommended to the NMC for approval. |

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition one: The university must provide programme documentation demonstrating mapping of programme outcomes to content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC. (Standards for pre-registration nursing R2.11) **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	08 April 2019
Recommendations to enhance the programme delivery:	Recommendation one: The university is to continue to work with PLPs in building on the diverse range of practice learning environments for the delivery of the pre-registration nursing programme. (Standards for pre-registration nursing R3.1) Recommendation two: Continue to develop and strengthen service user engagement across the whole programme provision to provide a more consistent approach. (Standards framework for nursing and midwifery education R1.12, Standards for pre- registration nursing R2.1)
Focused areas for future monitoring:	Ongoing implementation of the service user and carer

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence that the changes required to meet condition one have been made.

Assurance is provided that programme outcomes map 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. The requirements for theoretical and clinical instruction are mapped to module content in the BSc (Hons) nursing programme and the MSc nursing route.

Condition one is now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI confirmed factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	08 April 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

NMC Programme standards
QA Handbook

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment **(NMC, 2018)**

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and

achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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Findings against the standard and requirements

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

We found the faculty values partnerships and supports the inclusion of people in the ongoing design, development and delivery of the programme. Documentary evidence demonstrates governance structures and staff resources that support effective partnership working with PLPs, students and service users and carers. Fitness for practice processes enable decisions to be made in effective partnership with PLPs and the AEI.

At the approval visit we saw signed partnership agreements with PLPs outlining mutual responsibilities for engagement, and signed letters of resources and confirmation of student supernumerary status.

PLPs confirm AEI involvement in the PLPLG provides effective partnership working. They told us they are committed to working with the AEI in the implementation of the SSSA and the Standards of proficiency for registered nurses.

We heard about plans for PLPs to work closely with the AEI to support and prepare their staff to supervise and assess students. Management of this will include strategic direction through the established AEI's termly practice learning meetings with PLPs and students, the ongoing link lecturer system and local meetings with host PLPs.

There is ongoing partnership in the PLPLG for the implementation of the MYEPAD and in the evaluation of practice learning environments. PLPs are future-focused in their approach to the implementation of the NMC Standards, and the opportunities to develop and plan their workforce. PLPs gave examples of how they will use the SSSA to enable the expansion and development of local practice learning environments.

Documentary evidence confirms the AEI maps and tracks where and how service users are involved in programme development, student education and assessment. Programme development includes service user partnership, through their involvement in the curriculum group and additional service user consultation

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

with different user communities and stakeholder events.

At the approval visit we met service users who are involved in the development and delivery of the pre-registration nursing programme who confirmed this involvement. We were told that a lead service user works to coordinate service user and carer involvement with the academic lead for service user involvement.

Service users give positive feedback on the AEI processes to engage them in pre-registration nursing education. They gave examples of how they will contribute their experience in the new programme including direct involvement with students through interactive classroom learning, in the simulated learning environment and developing scenarios for learning and reflection. They feel able to contribute ideas and state their contribution is valued by the AEI and students.

Service users have been involved in the development of the PLPAD. Students tell us that service users and carers contribute to their assessment in practice. The academic team confirm a service user forum is part of the new programme development. At the approval visit service users agreed this will help coordinate service user engagement across the programme.

We found service users are involved in programme planning and management, but their inclusion is not consistent across all fields of nursing. The panel recommend the faculty continues to develop and strengthen service user engagement across the programme provision to provide a more consistent approach. (Recommendation two) (Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing 2.1)

Students are prepared for and involved in recruitment through the interview and selection process. Documentary evidence shows that student feedback in programme development and improvement is enabled through AEI committee membership and representation. There are established processes for capturing the student voice including modular and practice learning evaluations, student representation and staff student consultative committees. At the visit, students spoke highly about their experiences on the current programme, and confirm their voice is heard and changes made in response to their feedback. Students gave an example of the travel to practice learning environments policy which had been reviewed in response to their feedback.

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

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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*

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

Nursing & Midwifery Council

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MOTT MACDONALD

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

1.8 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 programme*s (NMC, 2018).

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Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Health and character processes are evidenced including information given

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an 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 ☒   **NOT MET** ☐

R1.5 is met. Documentary review confirms that professional and regulatory body requirements take precedence in AEI processes for recognition of prior learning (RPL). The faculty RPL policy states NMC requirements for a maximum of 50 percent of the pre-registration nursing programme is allowed. RPL is mapped to programme learning outcomes, the NMC Standards of proficiency for registered nurses and comply with Article 31(3) of Directive 2005/36/EC.

At the approval visit the programme team confirm applications for RPL are assessed and approved by an RPL panel and RPL claims are reviewed by an external examiner prior to entry to the programme. RPL decisions are confirmed at a sub assessment board.

RPL is an entry requirement for the MSc programme and the application includes assessment of equivalence of 500 hours theory and 575 hours healthcare experience to year one of the BSc (Hons) nursing programme. RPL is supported by a portfolio of evidence with dates and hours of employment recorded. Required hours of practice are verified by employers together with an accompanying reference. The programme team confirm guidance is given to applicants with careful consideration of the nature and type of prior care experience.

- 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. University and faculty RPL policy and the programme team confirm that RPL for NMC registered nurses is supported and is capable of being mapped

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assurance of nursing, midwifery and
nursing associate education.

to the Standards of proficiency for registered nurses. RPL is available for more than 50 percent of the programme.

- 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. Entry requirements assess numeracy and literacy skills. Numeracy and literacy are normally assessed through a General Certificate of Secondary Education (GCSE) requirement for a minimum of five GCSEs at grade C or 4 and above including English and mathematics. Equivalent numeracy and literacy tests for applicants without GCSEs is available. International applicants meet NMC requirements for entry to the programme. Digital and technological capability is assessed through accessing and using online application systems and communication prior to entry to the programme. During the programme digital and technological capability is developed through module content and in the learning and teaching strategies for each field of nursing practice. The new PLPAD and OAR requires students to develop numeracy skills to achieve medicines management in each programme part and achievement of proficiencies related to the use of digital and technological equipment. Students will be provided with feedback on their work to develop numeracy, literacy and digital skills throughout their programme. They are supported through access to university academic skills development and learner support systems. Students confirm university and programme structures provide good support and feedback for them to develop and meet programme outcomes.

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)

Proposed transfer of current students to the programme under review

From your documentary analysis and your 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.

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 ☒   NOT MET ☐

It is the AEI's intention that all current pre-registration students will complete their current pre-registration programme approved against the Standards for pre-registration nursing education (NMC, 2010).

In partnership with the PLPLG of AEIs and PLPs, it is the intention to transfer current students to the SSSA (NMC, 2018) from September 2019 onwards. This will include September 2017 and 2018 student cohorts.

As part of the transfer to the SSSA the current PLPAD which assesses students against the Standards for pre-registration nursing education (NMC, 2010) was reviewed. The modified PLPAD is adapted to reflect the SSSA.

At the approval visit the programme team with representation from the PLPLG confirm the partnership context and process for the changes to the PLPAD (NMC Standards, 2010). The programme team and PLPs told us about current preparation of practice supervisors, practice assessors and academic assessors. Students are positive about the transfer to the SSSA and explain the benefits for their learning and achievement.

The modified PLPAD approved against the Standards for pre-registration nursing education (NMC, 2010) and adapted to reflect the SSSA is recommended to the NMC for approval.

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 ☒   NOT MET ☐

The programme team confirmed the faculty RPL policy and process enables NMC registered nurses prior learning to be mapped to the Standards of proficiency for registered nurses.

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:** 26 March 2019

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education* R2.2 comply with the NMC *Standards for student supervision and assessment* R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in

Nursing & Midwifery Council

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MOTT MACDONALD

Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) **YES** ☒   **NO** ☐

Provide an 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. The programme team confirm there is a designated faculty lead who coordinates opportunities for shared learning and exposure to the four fields of

practice. We found the programme design and planned delivery of the BSc (Hons) nursing programme will enable theory and practice learning across adult, mental health and children's nursing fields. The MSc nursing programme provides the theoretical experience of other fields in two core learning modules.

Programme content relevant to learning disabilities nursing is coordinated by an NMC registered nurse in the field of learning disabilities. Experience of learning disabilities nursing will be provided to all students via a simulated learning strategy. We were given an example of how this is developed and used.

The AEI practice learning strategy aims to provide a rounded practice experience to enable students to demonstrate understanding of people's needs across age groups and health and social care environments. PLPs gave good examples of how students are supported to gain exposure to other fields of nursing practice. Students confirm the AEI provides an effective learning experience for their understanding of other nursing fields. The programme design, simulation activities and inter professional learning strategies will enable students to experience all four fields of nursing in both theory and practice learning.

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

MET ☒   **NOT MET** ☐

R2.5 is met. Documentary evidence confirms programme specifications and routes for adult, children's and mental health nursing. The programme structure for each field of nursing, module content, outcomes and assessment will allow students to enter the register in a single field of nursing practice. Programme leaders are current NMC registered nurses in the relevant field of practice.

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

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

YES ☒   **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. Documentary evidence confirms mapping of proficiencies to field specific modules with content relating to law, consent, safeguarding, pharmacology, medicines administration and optimisation for entry to adult, mental health or children's fields of nursing.

The BSc (Hons) nursing programme includes a field specific pharmacology and medicines module. The MSc nursing route develops knowledge and understanding of pharmacology and medicines content through field specific modules and a shared pharmacology module.

The programme team confirm case-based learning is used to develop content for each field of nursing.

The practice learning allocation model will enable practice learning experience in relation to law, consent, pharmacology, medicines management and optimisation in a field specific setting. The PLPAD is designed to assess this for entry to the register in a single field of practice (adult, mental health or children's nursing).

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

  There are appropriate module aims, descriptors and outcomes specified.

  There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)   **MET** ☒   **NOT MET** ☐

R2.9 is met. Documentary review and the approval visit provide assurance that the programme has an equal balance of theory and practice learning; 2,300 hours in theory and 2,300 hours in practice learning. The MSc nursing route includes 575 practice learning hours through RPL prior to entry to the programme. The range of learning and teaching strategies include digital and simulation activities. These are detailed in the programme and module specifications together with aims, content and outcomes.

Practice hours are detailed for each part of the programme and relevant field of

nursing practice and are recorded in the PAD. A practice learning allocation model for programme delivery demonstrates how designated hours in theory and practice learning are achieved. The programme team and students confirm a range of learning and teaching strategies are used including simulated practice hours. The programme team and students tell us simulated practice hours are also recorded in the PAD. Practice hours are confirmed in each part of the BSc (Hons) nursing programme and MSc nursing route and are required for progression and completion.

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

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

YES ☐   **NO** ☐ **N/A** ☒

The programme is 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** ☐   **NO** ☒

R2.11 is not met. The programme team told us how students will meet requirements for general care for entry to the register in the adult field as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC but this content is not mapped in programme documents. (Condition one)

Students confirm a range of learning and teaching strategies are used to meet these requirements including simulation-based practice learning which is recorded in the PAD. The programme team told us requirements met through simulation-based learning are recorded. Student absence is tracked, and they are required to achieve any outstanding requirements through simulation-based learning or in practice.

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

YES ☒   **NO** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)   **YES** ☐   **NO** ☒

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

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- 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** ☒

The programme does not lead to nursing registration and registration in another profession.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met   **YES** ☒   **NO** ☐

Outcome

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

The requirements for general care for entry to the register in the adult field as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC are not mapped in programme documentation.

Condition one: The university must provide programme documentation demonstrating mapping of programme outcomes to content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC. (Standards for pre-registration nursing R2.11)

Date: 27 March 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The university has provided documentation that demonstrates mapping of the programme outcomes 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. The mapping document details where requirements for theoretical and clinical instruction are met in the BSc (Hons) nursing programme and the MSc nursing route. Revised programme documentation has been submitted which demonstrates the mapped requirements in module content. Condition one is met.

Evidence:

- EC Directive mapping document, 08 April 2019
- Final MSc nursing curriculum document, (adult, children's and mental health

nursing), 08 April 2019

- Final BSc (Hons) nursing (adult) curriculum document, 08 April 2019

Date condition(s) met: 08 April 2019

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

Condition one is met. Assurance is provided the Standards for pre-registration nursing R2.11 is met.

Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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. Documentary evidence shows how students will be provided with practice learning opportunities to develop and meet the Standards of proficiency for registered nurses. Models of practice learning allocation are designed for each field which enable students to experience safe and effective care for a range of people. Practice learning will be supported by simulation-based learning to enable students to experience the delivery of care across the four fields of nursing. Examples of simulation-based learning are given for learning disabilities and mental health nursing. Practice learning and simulation-based learning will be tracked through a university database and will ensure students are achieving the range of practice learning experiences needed. In the practice learning environment, students will be placed in a host PLP. Signed practice learning agreements outline the responsibilities of the AEI and host PLP. PLPs confirm the AEI works in partnership both directly and through the PLPLG to quality assure practice learning environments. Students from all fields agreed practice learning environments provide a diverse range of learning experiences. They gave examples of current simulation-based learning including case studies and scenarios related to mental health and learning disabilities fields of practice. Some PLPs gave examples of how they are developing wider opportunities for practice learning and are confident these will support the SSSA.

PLPs recognise that continuing to develop practice learning experiences for students across a diverse range of people will enhance the student learning experience further (Recommendation one).

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

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence and confirmation at the approval visit provides assurance that practice learning environments allow students to meet the holistic needs of people of all ages. Membership of the strategic faculty practice learning committee includes representatives from PLPs. The terms of reference give this

committee strategic responsibility for monitoring the quality of practice learning environments.

The PAN London educational audit tool is used to review the quality of practice learning environments. The AEI is introducing a new practice learning environment evaluation survey for students to record experiences about practice learning. There are termly meetings with link lecturers and PLP education staff in host trusts where practice learning environment evaluations are discussed and acted upon, with reporting to the faculty practice learning committee.

Practice learning allocation will be recorded, monitored and tracked for each student using the software programme Inplace.

The programme team confirm student practice learning allocation will continue to be monitored to ensure students will have varied experiences to meet the Standards of proficiency for registered nurses in their field. The PLPAD allows students to record their experiences including any outreach practice learning opportunities which develop their experience of the different needs of people. Practice learning recorded in the PLPAD contributes evidence for summative practice assessment in each part of the programme. PLPs speak positively of their engagement with the university in developing, monitoring and evaluating practice learning environments. They are positive about the role of the pan London group in coordinating educational audit and practice assessment with other AEIs who have shared placement areas.

- 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. Documentary evidence and the approval visit confirms simulation-based and practice learning opportunities will allow students to meet the communication and relationship management skills and nursing procedures. Communication and nursing procedures are included in the outcomes and content of modules in all fields.

These are assessed through a range of methods including objective structured clinical examination, numeracy examinations, practice learning portfolios and written examinations. The PLPAD maps communication and relationship management and nursing procedures for each part of the programme and these are applied in field specific practice learning environments.

PLPs told us they are working to prepare practice learning environments, practice supervisors and practice assessors to ensure students will experience, develop and be assessed in the range of skills and procedures for their field of practice. The programme team confirm simulation-based learning hours will be used to

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support the development of skills and procedures in the AEI. Quality monitoring of practice learning will be discussed at strategic and operational level through the practice learning committee and practice partnership meetings.

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

MET ☒   NOT MET ☐

R3.4 is met. Documentary evidence and the approval visit provide assurance that technology enhanced and simulation-based learning will contribute effectively and proportionately to support learning and assessment. These comply with Article 31(5) of Directive 2005/36/EC for the adult field of nursing practice.

Simulation-based learning will be used to support the development of practice learning experience, skills and procedures as well as meeting requirements for clinical instruction in maternity and child health for students studying the adult field.

There is a team of technologists working with the programme team to design, implement and evaluate digital resources for student simulated learning. An example digital resource focuses on consolidation of knowledge in pharmacology. Numeracy is assessed through digital and written examinations in the programme. Simulation-based practice learning forms a component of practice learning hours in each field of nursing practice.

In the BSc (Hons) nursing (children's field) simulation comprises 350 hours over part one and two of the programme. In the adult and mental health fields simulation-based learning provides a total of 500 hours over parts one, two and three.

In the MSc nursing route students in all fields undertake 150 hours simulation-based learning over the programme. Simulation-based learning is indicated on the practice learning allocation schedule for each level and field. The programme team and students told us attendance at simulation-based learning is monitored and if missed arrangements are made for retrieval of deficit hours. Students confirm simulated learning opportunities are effective in supporting their development, particularly in practising skills and preparation for practice. Students gave an example of how a mental health simulation activity has been effective in supporting and developing their practice.

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

MET ☒   NOT MET ☐

R3.5 is met. Documentary evidence and the approval visit confirm processes are

in place to ensure students' needs and personal circumstances are taken into account when allocating practice learning. Students have access to the university's disabilities support service and use an inclusion plan which outlines reasonable adjustments to support students in practice learning environments. Students tell us they feel supported in sharing their reasonable adjustments in practice learning environments. PLPs confirm there are effective working partnerships providing support to students with individual needs, and those having difficulty in achieving or progressing in practice learning. In response to student evaluation, the programme team outline the current review of travel times to practice learning environments which aims to balance personal circumstance, equitable experience and reasonable adjustment with the need for students to gain the range of practice learning needed. Students confirm they are provided with timely information about practice learning allocations.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome

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

Date: 27 March 2019

Standard 4: Supervision and assessment

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

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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

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. Documentary evidence and the approval visit provide assurance that the proposed pre-registration nursing programme ensures support, supervision, learning and assessment that complies with the NMC Standards framework for nursing and midwifery education.

AEI processes are designed for equitable student support and ensure learning and assessment complies with the requirements of the NMC. There is evidence of a faculty and university committee structure including student, and PLP representation which will enable effective oversight, monitoring and escalation of student issues. Programme specifications for each field of nursing practice specify the programme structure, learning outcomes and assessment which are mapped to the Standards of proficiency for registered nurses. Students told us their learning is supported by formative opportunities for feedback and development in theoretical and practice learning. They confirm there is access to effective support systems. The PLPAD contains the required proficiencies, skills and procedures for the Standards of proficiency for registered nurses. Modules demonstrate how content will develop in complexity throughout the BSc (Hons) nursing programme and MSc nursing route. Professional values are included as required by the Code.

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

MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence and discussion at the approval visit confirms the infrastructure is in place to support student supervision and assessment in practice. The PAN London guide to implementation of the PLPAD sets out the role and responsibilities of practice supervisors, practice assessors and academic assessors.

The AEI confirms preparation requirements for practice supervisors, practice assessors and academic assessors. The guidance prepared by the PAN London group will be followed, providing a combination of digital and workshop learning. New practice supervisors will use a digital e-learning package and attend a half day preparatory workshop. Practice assessors will be prepared through an e-learning package and attendance at a one-day workshop. Current mentors and sign-off mentors will undertake local updates to learn about the practice supervisor and practice assessor roles.

The programme team confirm academic assessors will be identified from the faculty; plans for implementing the role were explained.

Preparation for the academic assessor role will include an e-learning package and

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a half day workshop.

The PLPAD includes guidance regarding the level of student supervision required based on the individual needs of students and their increasing proficiency and confidence. The programme team and PLPs are clear about the preparation of practice supervisors and practice assessors for student support and assessment in practice and are confident that practice staff will be ready for the start of the proposed pre-registration nursing programme.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES** ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

R4.4 is met. Documentary evidence and the approval visit confirm processes are in place to provide students with feedback to support their development. The formative and summative assessment strategy is detailed in programme documentation and provides opportunities for regular formative feedback in theoretical and practice learning settings. Feedback is used to inform student's reflection and ongoing academic and professional development. For summative assessments university policy states students will normally have feedback on academic work within four weeks of submission. Current students are positive and say they receive timely feedback on their progress.

The PLPAD offers multiple opportunities for feedback from service users, practice supervisors, practice assessors, and academic assessors in each part of the programme; PLPs confirm their familiarity with this. Students on the existing programme told us they are well-informed of their progress through the programme. They commend the programme team for the support offered.

- 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. We found evidence that the pre-registration nursing programme is mapped to the Standards of proficiency for registered nurses in the adult, mental health and children's field of practice. The process for practice learning environment allocations will ensure that students are provided with the range of opportunities to achieve their proficiencies in their field of practice. This is supported with a simulation-based learning strategy which enhances and extends the opportunities available in practice learning environments. The PLPAD is included in the module assessment strategy for adult, children's and mental health fields and requires students to demonstrate the achievement of Standards of proficiency for registered nurses. Students must pass all elements, there is no compensation in assessment.

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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

    YES ☒   **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)   **YES** ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and*

midwifery education relevant to supervision and assessment are met

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 27 March 2019

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.

Findings against the standards and requirements

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Fall Back Award

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

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

There are no fall back exit awards that provide eligibility for registration with the NMC. Programme specifications and academic regulations clearly confirm exit awards for students who do not successfully complete all components of the pre-registration nursing programme do not have 'nurse' in the title.

Undergraduate exit awards are: Diploma in Higher Education (HE) Health Studies or Certificate of HE Health Studies.

Postgraduate exit awards are: Postgraduate (Pg) Diploma Health Studies or Pg Certificate Health Studies.

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: 27 March 2019

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Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☐	☒
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☐	☒
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☐	☒
Mapping document providing evidence of how the	☐	☒

Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)		
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

Revised MSc programme document, 15 March 2019

Additional information added to MSc programme specification, 14 March 2019

Information for applicants with disabilities, 14 March 2019

Revised policy and procedure for recognition of prior learning, 14 March 2019

Learning disabilities example PowerPoint, 14 March 2019

Revised placement allocation plans including simulation-based practice learning, 14 March 2019

InPlace screenshot recording simulated learning hours, 14 March 2019

PAD with Kings College London information added, 14 March 2019

Modified Pan London PAD 1.0 documentation, 16 March 2019

Context for modification of PLPAD (NMC 2010 standards), 16 March 2019

Signed practice learning partnership agreements, 19 March 2019

Signed letters confirming supernumerary status, 19 March 2019

Kings College London: Self-monitoring report to NMC 2017-18.

Post event documentation:

EC Directive mapping document, 08 April 2019

Final MSc curriculum document, adult, children's and mental health nursing, 08 April 2019

Final BSc (Hons) curriculum document adult nursing, 08 April 2019

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If you stated no above, please provide the reason and mitigation:

Student university handbook: although a specific university handbook was not reviewed, the university provides information through its website and links were provided to all university processes which support the achievement of the NMC quality framework.

Practice learning handbook for supervisors and assessors: the practice learning handbook provides good information for students, supervisors and assessors. This is supported by the PLPAD.

Standards mapping documents: the university provided a mapping document for the Standards of proficiency for registered nurses.

Although, there are no mapping documents for Standards framework for nursing and midwifery education, SSSA and Standards for pre-registration nursing, mapping was visible through the narrative and linked documents submitted in gateway one, two and three.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐

If yes, please identify cohort year/programme of study:

BSc (Hons) Nursing with registration programmes

Children's field:

One student year one

One student year two

Two students year three

Adult field:

One student year two

Two students year three

Mental health field:

Two students year one

One student year three

Postgraduate diploma nursing with registration programmes

Adult field: year 1, year 2 x 3

Mental health field: year 1 x 1, year 2 x 2

Service users and carers	☒	☐

If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list Care Quality Commission reports reviewed for associated practice learning partners include:		

Central & North West London NHS Trust

Chelsea and Westminster Hospital NHS Foundation Trust

Central London Community Healthcare NHS Trust

Great Ormond Street Hospital for Children NHS Foundation Trust

Imperial College Healthcare NHS Trust

King's College Hospital NHS Foundation Trust

Lewisham and Greenwich NHS Trust

Royal Brompton and Harefield NHS Foundation Trust

Royal Marsden NHS Foundation Trust

St George's University Hospitals NHS Foundation Trust

South West London and St George's Mental Health NHS Trust

South London and Maudsley NHS Foundation Trust

University College London Hospitals NHS Foundation Trust

West London Mental Health NHS Trust

If you stated no above, please provide the reason and mitigation:

The University is an established approved provider of nursing education with ongoing processes for evaluating resources and practice learning environments. Visits to library facilities, skills and teaching resources and practice learning environments were therefore not included as part of the visit. Screenshots of technology enhanced learning environments were reviewed as part of the evidence provided.

Additional comments:

Issue record			
Final Report			
Author:	Patricia Hibberd	Date:	30/04/2019
Checked by:	Monica Murphy	Date:	12/06/2019
Approved by:	Andrea Bacon	Date:	26/06/2019
Submitted by:	Lucy Percival	Date:	27/06/2019