Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Middlesex University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Royal Free London NHS Foundation Trust
	North Middlesex University Hospital NHS Trust
	Whittington Health
	Camden and Islington NHS Foundation Trust
	Central and North West London NHS Foundation Trust
	Barnet, Enfield and Haringey Mental Health NHS Trust
	Moorfields Eye Hospital NHS Foundation Trust
	Royal National Orthopaedic Hospital NHS Trust
	Barts Health NHS Trust
	Imperial College NHS Trust
	Private, independent and voluntary sector
	Institute of Health and Social Care, Health and Social Care Department (HSSD), States of Guernsey
	Princess Elizabeth Hospital, Health and Social Services Department, Guernsey
	Summerland Nursing Home. Mount Durand, St. Peter Port, Guernsey
	Les Bourgs Hospice. Andrew Mitchell House, Guernsey
	Chateau Du Village Nursing Home, Fort Road, St. Peter Port, Guernsey
Programmes reviewed:	Pre-registration nursing (adult, child and mental health)
Title of programme(s):	BSc Hons Nursing Adult
	BSc Hons Nursing Mental Health

	PGDiP Mental Health BSc Hons Nursing Child
Date of approval visit:	5 March 2019
Programme start date:	16 September 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: Bernie Wallis Lay Visitor: Ruth Jones

Summary of review and findings
Middlesex University (MU) school of health and education (the school) presented documentation for the approval of a three-year undergraduate pre-registration BSc (Hons) nursing programme with fields in adult, children's and mental health nursing and a two-year postgraduate diploma (PGDip) route in mental health nursing.
The programme has been mapped to the Standards for pre-registration nursing programmes and the future nurse Standards of proficiency for registered nurses (NMC, 2018).
The programme documentation and approval visit confirm evidence of strong and effective partnership working between MU, practice learning partners (PLPs), students and service users. All partners have been fully involved in the programme development and told us that they feel valued and have been listened to. There's evidence of an effective partnership between MU and providers of endorsed programme provision in Guernsey.
The programme design has a strong focus on the student's chosen field of nursing practice. The proposed support and supervision of students is robust. The implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) is the outcome of effective collaboration and MU membership of the pan London practice learning group (PLPLG) involving engagement of approved education institutions (AEIs) across London and their PLPs. The model of supervision and assessment adopted is clear and includes a robust and comprehensive pan London practice assessment document (PLPAD) and associated guide. All pre-registration nursing students will transfer to the SSSA commencing September 2019 and students, academic and practice staff at the approval visit confirm this.
There is an ongoing collaborative action plan in place between MU and North Middlesex University Hospital NHS Trust in response to issues raised in the CQC report dated 14 September 2018. It is clear that progress/completion of actions is monitored to mitigate any risks to students' practice learning.
The programme is recommended to the NMC for approval subject to four conditions. There are three recommendations.
Updated 5 April 2019
MU submitted revised programme documentation which provides clear evidence that meets conditions one, three and four. Further evidence was required to meet condition two.
Updated 3 May 2019

Nursing & Midwifery Council

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

MOTT MACDONALD

MU submitted additional documentation which provides evidence to meet condition two.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *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:** Condition one: Include in the programme documentation details of how applicants' capability for digital and technological literacy on entry to the programme is determined. (Standards framework for nursing and midwifery education (SFNME) R2.6 and Standards for pre-registration nursing programmes (SPNP) R1.1.7) Condition two: Ensure the programme documentation makes clear that registered nurses are eligible for more than 50 percent recognition of prior learning (RPL). (SFNME R2.8 and SPNP R.1.6) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition three: The PGDip nursing (mental health) should include the practice module credit points as part of the professional award. (SFNME R2.11 and SPNP R4.9) Condition four: The field of nursing identity for the BSc (Hons) nursing programme should be strengthened and articulated consistently throughout the module aims, syllabus and learning outcomes. (SFNME R5.1 and SPNP R2.7)

	Education governance: management and quality assurance:
	None identified
Date condition(s) to be met:	5 April 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider the design of the assessment tasks. (university recommendation)
	Recommendation two: Apply best practice around the personal and professional development from the BSc (Hons) nursing to the PGDip nursing. (university recommendation)
	Recommendation three: Continue monitoring to ensure the supernumerary status of students in all practice learning environments. (SPNP R3.7)
Focused areas for future monitoring:	Implementation of the SSSA PLPAD.
	Supernumerary status of students in practice learning environments.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided revised programme documentation and a website screen shot that evidence the changes to meet condition one in relation to digital and technological capability on entry to the programme. Condition one is now met. SPNP R1.1.7 and SFNME R2.6 are now met.

Revised copies of the programme documentation provide evidence that changes to RPL guidance information and associated processes to meet condition two have been made. Condition two is now met. SPNP R1.6 and SFNME R2.8 are now met.

A revised Pg Dip (mental health nursing) handbook and programme specification provide evidence that successful completion of all modules are required for the academic and professional award. The changes required to meet condition three have been made. Condition three is now met. SPNP R4.9 and SFNME R2.11 are now met.

Revised BSc module specifications evidence that the field of nursing practice identity has been strengthened in the programme and the changes required to meet condition four have been made. Condition four is now met. SPNP R2.7 and SFNME R5.1 are now met.

AEI Observations	**Observations have been made by the education**

	institution	YES ☒ NO ☐
Summary of observations made, if applicable	The education institution confirmed the 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:	3 May 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)   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

Nursing & Midwifery Council

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

MOTT MACDONALD

learning and working

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's a clear partnership infrastructure to support delivery, ongoing monitoring and review of the pre-registration nursing programme in theory and practice settings. Documentary analysis and findings from the approval visit provide evidence of strong and effective partnership working between MU, PLPs, students and service users. The partnership is described by senior nurses from PLPs as

rich, real, effective and functional with examples given such as joint appointments, the council of deans 'capital nurse' leadership project, the MU research centre and Mycare academy.

Collaborative working with pan London stakeholders including other AEIs in developing a new model for practice learning, student supervision and assessment and the PLPAD is a particular strength of the programme. The PLPAD and associated guide provide a comprehensive, detailed and user-friendly approach to supervision, teaching, learning and assessment in practice learning environments.

PLP representatives, students and service users we met all said they've been invited to participate in the development of the new curriculum, PLPAD and modules. A number told us that they've attended events and others have not but confirmed they are kept updated about developments. Students told us they attended when they could, and information was sent out and shared with student groups and cohorts. Others in the stakeholder groups at the approval visit who have actively engaged with the curriculum development told us that they felt their opinions are valued and gave examples of how some of these views have been incorporated. They told us that focus groups were held in mixed groups and separately with students, service users and PLPs. There have been curriculum development days, and partnership working transitioning to SSSA days scheduled throughout the past two years, as well as local and collaborative events with the PLPLG.

The representative from the States of Guernsey partner told us they are fully involved in the development of the proposed programme and PLPAD development. They describe the partnership as good with regular communication and joint annual conferences.

Service users told us they feel very highly valued and feel a sense of empowerment in fulfilling their role at MU. They told us about the mutual benefits of engaging with students' education and described their partnership with MU as a good healthy working relationship. An inclusion officer provides them with practical support when engaging with university work. There are twice yearly service user meetings and an annual conference. We are assured by our findings that service users have access to relevant training, preparation and support to fulfil their role.

A quality committee for practice learning feeds into a strategic partnership board that meets regularly to consider curriculum and practice developments and identify and resolve any issues. Practice education teams (PETs) for each PLP, which include link tutors and practice education facilitators, provide local oversight of all processes related to the student practice learning experience. The PETs link with the MU practice-based learning unit (PBLU). This partnership structure monitors governance and quality and ensures placement capacity provides a sufficient range of practice learning opportunities to enable students to meet people's diverse needs. Supporting systems and processes ensure practice learning environments provide a safe and effective learning experience for students. MU senior staff told us that the terms of reference for partnership groups have been changed to ensure reporting and monitoring of the implementation of the new NMC standards.

There has been clear vision and collaborative work undertaken with PLPs to identify opportunities for a wider range of practice learning experiences for students to care for the diverse needs of service users across the life span.

University processes detailed in programme documentation clearly evidence opportunities for the student voice to be heard and engage with practice and academic staff in enhancing learning and development opportunities. Students gave us examples of 'we said, you did' and told us about regular staff and student liaison meetings in the university and weekly student forums in practice settings which all PLPs we met confirm.

Students have opportunities throughout the programme to collaborate and learn with and from other professionals and to learn with and from peers. These opportunities through shared and field specific modules and a variety of practice learning experiences, prepare them to provide care to people with diverse needs across the lifespan. Student evaluation of theory and practice elements of the programme is clearly evidenced in programme documentation and by stakeholders at the approval visit.

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*

MET ☒ **NOT MET** ☐

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:

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

adult, mental health, learning disabilities and

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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,

Nursing & Midwifery Council

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

MOTT MACDONALD

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).

Findings against the standard and requirements

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

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

YES ☒   **NO** ☐

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

YES ☐   **NO** ☒

R1.1.7 is not met. We were told by the programme team that applicants' capability for digital and technological literacy on entry to the programme is determined by their ability to successfully engage in using digital technologies when applying to the programme and managing their journey through the selection process. However, we found that there's no statement, recording of confirmation of applicants' capability for digital and technological literacy on entry to the programme or in any aspect of the admission and selection process. As a result, there's a lack of transparency in the recruitment and selection process as required in SFNME R2.6. (Condition one)

- 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)

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 evidence and discussion at the approval visit indicates that there's clear recognition of prior learning (RPL) processes in place. Documents also detail that RPL is credit mapped against module learning outcomes and no more than 50 percent of RPL is allowed in the programme. The programme team confirm recognition of prior experiential learning (RP(E)L) won't be applied to any routes in the programme.

Documentary analysis and findings at the approval visit confirm that the overall period of study for the undergraduate programme and postgraduate route including the RPL component is of at least three years duration and 4600 hours of which 2300 hours is practice learning.

The PGDip nursing route is two-years in length. Documentary evidence clearly states that all PGDip applicants must engage and successfully complete the RPL bridging portfolio requirements before they can join the programme. The bridging portfolio requirements are mapped against NMC standards and enable credit against the outcomes of the first year of the BSc (Hons) nursing programme. This is confirmed by the programme team at the approval visit. All three undergraduate practice modules and associated hours are incorporated into the two-year PGDip route.

RPL claims are reviewed by the programme leader/director and subject to external examiner scrutiny. Claims are then presented to the school quality committee prior to formal recognition of RPL credit by the accreditation board.

- 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 not met. Module outcomes are mapped against Standards of proficiency for registered nurses (NMC, 2018) for each year of the BSc (Hons) nursing programme and the postgraduate route. There's clear evidence that RPL claims are mapped against module learning outcomes.

The statement in the documentation related to awarding RPL of more than 50 percent to NMC registered nurses is inaccurate and must be amended to reflect this requirement and ensure a robust RPL process. (Condition two)

- 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. Programme documentation and the approval visit confirms that numeracy, literacy and digital and technological skills are clearly mapped to meet NMC standards and programme outcomes and show evidence of skill development throughout the programme. The evidence is consistent in the programme specifications, handbooks, and screen shots of virtual learning environments. In addition, a specific module considers the use of technology in contemporary healthcare.

The admissions process requires applicants to evidence English and numeracy for entry to the programme and applied numeracy is assessed at higher levels in each year of the programme thereafter.

The assessment calendars detail a range of assessment methods including verbal, written and technology-based assessment. In addition, digital and technology-based facilities require students to access information via the online UniHub. They can also use a mobile app (MDXapp) to access their timetable and other resources. The use of digital and technological facilities and assessments was described by MU staff and students we met during the approval visit. Students also confirm that simulation activities which prepare them for practice learning aid their digital and technological skills development.

The PAD shows clear mapping to the standards of proficiencies in relation to numeracy, literacy, and digital and technological literacy to 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)

  YES ☒   NO ☐

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 ☐

Programme documentation confirms that current students will not transfer to the 2018 pre-registration nursing curriculum. However, all students will transfer to the SSSA commencing September 2019. Students, academic staff and PLPs at the approval visit confirm this. Students told us they have been given opportunity to attend the SSSA transfer sessions as part of the new curriculum development.

Year three students told us they felt 'a little left behind' and are concerned about how they can support students in practice settings who'll have a different skill set. The students and the programme team told us that provision of upskilling and associated underpinning knowledge sessions for current students has already begun. For example, there have been extra mental health focused IPL sessions and the deteriorating patient. Mental health students confirm they have received additional upskilling on physical care needs.

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 statement in the documentation related to awarding RPL of more than 50 percent to NMC registered nurses requires review as it does not meet the standard. Nurses who registered with the NMC on pre-2018 programmes will be eligible for RPL. The RPL process needs to incorporate this requirement.

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

YES ☐   NO ☒

R1.1.7 is not met.

We found that there's no statement of confirmation of applicants' capability for digital and technological literacy on entry to the programme or in any aspect of the admission and selection process to ensure SPNP R1.1.7 is met. This aspect of the recruitment and selection process isn't transparent and doesn't meet SFNME R2.6. (Condition one)

Condition one: Include in the programme documentation details of how applicants' capability for digital and technological literacy on entry to the programme is determined. (SFNME R2.6 and SPNP R1.1.7)

R2.8 is not met.

We found the statement in the documentation related to awarding RPL of more than 50 percent to NMC registered nurses is inaccurate and must be amended to reflect SPNP R1.6 and to meet the requirement SFNME R2.8 for a robust process of RPL. (Condition two)

Condition two: Ensure the programme documentation makes clear that registered nurses are eligible for more than 50 percent RPL. (SFNME R2.8 and SPNP R1.6)

Outcome

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

SPNP R1.1.7 requires that, on entry to the programme, students have capability for digital and technological literacy to meet programme outcomes. However, there's no documentary evidence of how this capability is determined. There's no confirmation of applicants' capability for digital and technological literacy on entry to the programme or in any aspect of the admission and selection process to ensure SPNP R1.1.7 is met. This aspect of the recruitment and selection process isn't transparent and therefore doesn't meet the requirement SFNME R2.6. (Condition one)

Condition one: Include in the programme documentation details of how applicants' capability for digital and technological literacy on entry to the programme is determined. (SFNME R2.6 and SPNP R1.1.7)

SNPN R1.6 requires that for NMC registered nurses RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may permit more than 50 percent of the programme. However, the documentation related to awarding RPL of more than 50 percent to NMC registered nurses is inaccurate and must be amended to reflect this requirement ensure a robust RPL process as specified in SFNME R2.8. (Condition two).

Condition two: Ensure the programme documentation makes clear that registered nurses are eligible for more than 50 percent RPL. (SFNME R2.8 and SPNP R1.6)

Date: 28 March 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The programme team provided revised programme documentation and a website screen shot that evidence the changes required to meet condition one. The applicants are required to use digital technologies as part of the application process, and in managing their journey through the selection processes. This includes for example, booking themselves onto their testing and interview days, and accessing online reading to prepare themselves for part of the selection interview. The evidence provides assurance that capability in digital and technological literacy is clearly stated as part of entry to the programme. SPNP R1.1.7 is now met.

Evidence

MU school of health and education. BSc (Hons) nursing (adult, child and mental health), Pg Dip mental health nursing panel conditions and recommendations team response, 3 May 2019

Screenshot from MU website, 3 May 2019

BSc (Hons) nursing programme handbook, programme specification, undated

Pg Dip mental health nursing programme handbook, programme specification, undated

Condition two:

The programme team provided a revised documentation that evidences the required changes to meet condition two. Programme specifications for the BSc and Pg Dip routes make clear that registered nurses are eligible for more than 50 percent RPL. This information is also provided in RPL guidance documents for candidates and how a registered nurse RPL claim is mapped against programme outcomes and Standards of proficiency. RPL requirements for the Pg Dip are clearly mapped against year one of the BSc programme. The evidence provides assurance RPL processes for registered nurses are clear.

SPNP R1.6 is now met.

Assurance is provided that SFNME R2.8 is met.

Evidence

RPL BSc (Hons) nursing, undated

RPL candidate guidance handbook; how to access Pg Dip mental health nursing programme, 2019-2020

RPL modules mapping against the end of year one, BSc modules, undated

Date condition(s) met: 3 May 2019

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

Condition one and two are now met. SPNP R1.1.7 and R1.6 are met.

Assurance is provided that SFNME R2.6 and R2.8 are met.

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must:
R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
R2.2 comply with the NMC *Standards for student supervision and assessment*
R2.3 ensure that programme learning outcomes reflect the *Standards of*

proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC standards for education and training (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. Documentary evidence and findings at the approval visit provide assurance that cross field shared learning is an integral part of the undergraduate programme design in theory and practice. Service users and carers involved in programme development and delivery told us their expertise by experience reflects the four fields of nursing practice.

Students confirm that attendance at interprofessional learning (IPL) sessions is a requirement of all fields in the programme and their engagement is monitored and recorded. Students and academic staff told us that the IPL sessions enable students on the postgraduate route to engage in shared learning with other fields of nursing practice. Students confirm that IPL sessions include service users and carers sharing their experiences.

Students, PLPs and academic staff told us that a hub and spoke model of practice learning experience is embedded into the new programme. We are assured students are exposed to field specific and cross field learning using this model. The approval process confirms that MU's collaborative work with a range of PLPs has resulted in the availability of a wider variety of practice learning opportunities and an increase in spoke-based experiences for students.

Placement schedules and discussion at the approval visit confirm that students studying the PGDip route gain practice learning experiences in the other fields of nursing practice. Students on the undergraduate students have a block of practice learning experience in at least two other fields of nursing practice. Opportunistic

learning in practice learning environments provides experience in the remaining fields which is recorded in the PLPAD and monitored in the ongoing achievement record (OAR). Exemplars we reviewed illustrate how practice assessment can be applied to different fields of nursing.

- 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. Specific fields of nursing practice are a strong feature of the programme structure and design of both the undergraduate programme and postgraduate route. The programme comprises field specific modules and some generic modules. Delivery of the programme ensures module content and assessments are applied to the student's chosen field of nursing. Students and the programme team confirm this at the approval visit.

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** ☒

R2.7 is not met. The programme modules detail the programme content and are predominately field specific. The modules are clearly mapped against the Standards of proficiency for registered nurses. However, the approval panel identified that the module content lists in the undergraduate programme don't consistently reflect the specific knowledge requirements that reflect the field identify.

The module content and associated aims and learning outcomes need to be strengthened throughout to reflect the specific field of nursing practice. The curriculum content is not fully explicit to provide assurance that learning opportunities will equip students to meet the programme outcomes and proficiencies to meet SFNME R5.1. (Condition four)

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. Mapping of modules provides clear evidence where the law, safeguarding, consent, pharmacology and medicines administration and optimisation this content is addressed within the programme. The modules are either field specific or shared. The taught content is applied to the student's chosen field of nursing practice and reinforced in the PLPAD as part of practice learning and assessment.

- 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 evidence at the approval visit provides assurance that the programme structure is 50 percent theory and 50 practice learning.

Programme specifications for the undergraduate programme and postgraduate route, module specifications and programme handbooks show clear aims and outcomes and a variety of learning and teaching strategies including simulation.

Programme documents, including practice experience schedules and evidence at the approval visit confirm that the minimum 2300 hours of practice and 2300 hours of theory are built into the design of the undergraduate programme and postgraduate route and are inclusive of any RPL awarded. These hours are recorded and monitored. A proportion of simulation-based learning hours are designated as practice hours.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

The programme is not provided 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** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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** ☒

The programme only provided registration in one field of nursing practice.

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

YES ☐   **NO** ☒

The programme does not provide registration in another profession.

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

R5.1 SFNME requires that the curriculum content needs to be explicit in providing assurance that learning opportunities will equip students to meet the programme outcomes and proficiencies.

The approval panel identified that the content listed in the undergraduate programme module descriptors does not consistently reflect the specific knowledge requirements pertinent to the specific fields of nursing practice. The module content and associated aims and learning outcomes need to be strengthened throughout the programme to reflect field identify. (Condition four)

Condition four: The field of nursing identity for the BSc (Hons) nursing programme should be strengthened and articulated consistently throughout the module aims, syllabus and learning outcomes. (SFNME R5.1 and SPNP R2.7)

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** ☒

R2.7 is not met.

The content listed in the undergraduate programme module descriptors do not consistently reflect the specific knowledge requirements pertinent to that field of nursing practice. The module content and associated aims and learning outcomes need to be strengthened throughout to reflect field identify. The content needs to be explicit to ensure students meet the programme outcomes and proficiencies to meet the SFNME R5.1. (Condition four)

Condition four: The field of nursing identity for the BSc (Hons) nursing programme should be strengthened and articulated consistently throughout the module aims,

syllabus and learning outcomes. (SFNME R5.1 and SPNP R2.7)

Date: 28 March 2019

Post event review

Identify how the condition(s) is met:

Condition four

The programme team provided revised BSc module specifications that evidences condition four is met. Modules aims, outcomes, content and assessment make specific reference to the application of module learning to the student's chosen field of nursing practice. The field identity has been strengthened in all module narratives. Condition four is now met. SPNP R2.7 is met.

Assurance is provided that SFNME R5.1 is met.

Evidence

BSc (Hons) nursing programme handbook, module specifications, undated

Date condition(s) met: 5 May 2019

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

Condition four is now met. SPNP R2.7 is met. Assurance is provided that SFNME R5.1 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 analysis and findings at the approval visit confirm MU and PLPs have worked collaboratively to identify and expand the range of cross field learning opportunities via a hub and spoke model and using new types of practice learning environments. This wider range of experience ensures students learn the skills required to care for the diverse needs of service users across the lifespan and to meet the future nurse Standards of proficiency (NMC, 2018). Students confirm the availability of these opportunities. They gave us examples of some of the diverse experiences that have enabled them to care for people across the fields of nursing practice, including learning disabilities. They also told us that they have simulation activities to prepare them effectively for practice learning and that these activities include input from service users. These activities and associated involvement of service users are included which will continue in the proposed new programme.

The range of experiences across the fields of nursing practice are recorded in the PAD and the practice assessment is mapped to the proficiencies. Examples of the sequence of practice learning placements across each of the fields clearly demonstrate students in each field are allocated practice learning experiences in at least two other fields of practice. The remaining field is experienced through opportunistic learning.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of

Nursing & Midwifery Council

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

MOTT MACDONALD

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. Field specific learning opportunities are a strong feature of the programme. The programme team told us the programme is also heavily influenced by the need for parity of the physical and mental health needs of people across all of fields of nursing practice. These features of the programme design are followed through in the diverse range of practice experience opportunities for students enabling them to meet the holistic needs of people of all ages.

The PLPAD and associated guide is comprehensive and user friendly and enables students to be assessed according to learning outcomes and proficiencies. Students, practice educators and service users confirm feedback from service users about the care they have received from the student is captured and recorded in the PLPAD.

Students and PLPs told us about weekly student forums held in practice and attended by MU staff. The student forums aim to ensure students are supported and are given opportunity to raise any issues related to their practice experiences enabling them to be dealt with promptly. Students clearly understand the processes in place for raising concerns and told us they have a session on raising and escalating concerns delivered by the PBLU team. MU academic staff, PLPs and students are aware of fitness to practise procedures and PLPs said they are always represented on fitness to practise panels.

There are clear processes for evaluating practice learning experiences which students and practice educators confirm. Monitoring of practice learning experiences and student feedback is undertaken by the PBLU and the quality committee for practice learning. Students told us that the issues they raise during practice learning experiences and in the university are always followed up.

- 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. Proficiencies including communication and relationship management skills are mapped in the PAD and detailed in module specifications.

The development and application of a higher-level of knowledge and skills in the mental health field is evident by the inclusion of an improving access to psychological therapies (IAPT) module in the postgraduate route of the programme.

Students in the undergraduate programme have the opportunity to further develop their knowledge and skills appropriate to their field of practice by undertaking a module from a limited range of field specific options. For example, a communication and relationship management skills with children and young

people.

Service users told us at the approval visit, that they input to the student's pre-placement session, to prepare them, particularly in relation to communication skills and empathy. They told us they'll be involved in co-producing and co-delivering a two-week simulation block of learning on communication and relation management skills. Training provided will prepare them to undertake the formative and summative assessment of the student's skills through an objective structured clinical assessment (OSCE) in the final year of the undergraduate programme and PGDip route. Students and the programme team confirm this.

- 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. Programme specifications, handbooks and assessment mapping illustrate the use of a variety of technology enhanced learning strategies including virtual and augmented reality resources. Examples include the following; the use of a 'virtual case creator' (VCC), a web-based training platform of interactive virtual patient scenarios to help build students confidence in clinical decision making; the online NHS improving patient safety training to develop skills in formulating and conveying important clinical communication using the situation, background, assessment and recommendation (SBAR) process; and, the use of apps such as Socrative to create in-session quizzes to test learning and enable students to feedback on sessions and ask further clarifying questions of module teachers.

Findings at the approval visit confirm that the programme team and PLPs work collaboratively to develop students' use of technology to support patient care such as the use of online care plans and a range of medical devices. PLPs told us about teaching students to use technology when in the practice learning settings. Technology supported simulation is used in practical clinical sessions to prepare students for practice and OSCE based assessments.

There's clear mapping of how the adult nursing field meets the requirements of Article 31 (EC Directive).

- 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. The 'essential guide' for students and programme information signpost students to support available to meet their individual needs. The programme team and PLPs told us about the process for making reasonable adjustments and gave examples. PLPs confirm they are informed in advance or at the point of placement induction if students require reasonable adjustments, if the students are willing to share this information.

Students told us about the range of support services available and that requests for a specific practice learning experience will be accommodated as far as possible. They also told us the PBLU team try and locate each student within the postcode where they live for their practice learning experiences.

An ongoing collaborative action plan is in place between MU and North Middlesex University Hospital NHS Trust in response to issues raised in the CQC report dated 14 September 2018. These actions include monitoring feedback and evaluation from students, educational audit, updating and support of mentors and sign-off mentors and link lecturer activity in practice learning environments. It is clear that progress/completion of actions is monitored to mitigate any risks to student learning.

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: 28 March 2019

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

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)

R4.1 is met. Documentation and findings at the approval visit confirm that students are supported in learning, teaching and assessment by appropriately qualified academic staff. All staff and service users who input to the programme have equality and diversity training.

MU has worked collaboratively with PLPs and initiated implementation plans to ensure there's a support infrastructure for students, practice supervisors and practice and academic assessors for learning, supervision and assessment.

MU staff, PLPs and students told us that link lecturers play a key role in integrating theoretical learning to practice and providing support. Students told us the link lecturers have increasingly become more visible in practice learning environments and they feel very supported by MU staff and practitioners.

There are clear processes for capturing the student voice, through feedback and evaluation in both theory and practice settings to support their learning. Students told us there are student voice leaders who meet with faculty staff, programme voice group forums with academic staff and opportunities to give feedback on the 'your impact' page of the MyUniHub. They confirm that there are student surveys to evaluate the programme and modules.

PLPs told us about regular meetings with students and about keeping the link tutor/academic assessor informed of any students failing to progress. They also told us the numbers of students allocated to practice learning environments are reduced if the number of staff available to supervise and assess students is not sufficient. Each practice area has online practice learning support resources.

The PLPAD and associated guide provide a robust framework for students, practice supervisors and practice and academic assessors for practice learning and assessment of the proficiencies. A quality monitoring panel for practice assessments review assessment processes and documentation.

- 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 analysis and findings at the approval visit confirm the infrastructure to support implementation of the SSSA is well underway.

All placement agreements have been resigned in 2018 between MU and NHS and private and independent sector PLPs demonstrating commitment to ensuring the NMC standards are met.

The partnership approach to educational audit of practice learning environments explores and evaluates if all the requirements of the SSSA are being met. Joint action plans are formulated to address any issues raised.

Scoping of the experience of practice staff is being undertaken to identify upskilling requirements to support students in achieving proficiency in the additional skills

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

and procedures identified in the new programme. PLPs told us that the scoping exercise has identified where more experienced staff can be more involved in students practice learning.

The senior academic team told us they've undertaken a gap analysis which has resulted in the link lecturer responsibilities being revised to include the academic assessor role. They also told us, and documentary evidence confirms that there's agreement in principle that additional resources will be made available to the programme team. This additional resource is to meet the increased teaching of communication and interpersonal relations management skills and physical care skills within the programme.

There's clear evidence that supported time to fulfil the additional responsibilities of the academic assessor role is incorporated into the MU resource allocation. PLPs confirm that the supported time required for practice supervisor and assessor preparation and ongoing support and development to fulfil their roles has been agreed at a senior level. PLPs also confirm that polices are currently being updated to reflect the new roles and will be ready by September 2019.

PLPs confirm that there's an education lead (go to person) for each practice learning area whose role is to provide support to practice supervisors and assessors and students. The education lead liaises with the link tutor/academic assessor as appropriate.

Documentary analysis and findings from the approval visit confirm clear processes are in place for the identification and preparation of practice supervisors and assessors. They'll be drawn from the existing mentor/sign-off mentor population recognising prior learning/expertise. Preparation for these roles is clearly specified and in progress. Ongoing support and development are linked with appraisal and re-validation. PLPs told us there's already been a number of workshops held for current mentors, and these are open to non-mentors so that whole teams are aware of the changes in line with the SSSA.

Opportunities to cascade the changes to supervision and assessment of students are also being maximised for example through briefings, any scheduled conferences and newsletters.

PLPs confirm there are practice supervisor role preparation days and training days for practice assessors including self-directed learning and online resources available. Independent sector staff at the approval visit told us that their staff are also attending preparatory training days and link tutors are providing updating.

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. Programme documents and findings from stakeholders at the approval visit confirm that academic and practice feedback is given to students via a range of methods including peer feedback. The PLPAD provides a structured approach to providing formative feedback to students about their practice learning and achievement. The PLPAD also includes feedback to students from their peers and from service users and carers.

Practice consolidation events are a feature in each year of the programme to aid review, reflection and consolidation of learning for the student.

Assessment mapping and module specifications illustrate the range of formative and summative assessments across the programme and demonstrates progression. The approval panel identified that the assessment tasks could be more creative and varied to enable students to develop transferable skills for use in their professional practice such as writing a report rather than writing an essay. A university recommendation is made. (Recommendation one)

The programme team told us about a personal and professional development (PPD) student support strategy in the BSc (Hons) nursing programme which aims to help build resilience. The PPD student groups meet with their personal tutor. The approval panel recommended that this good practice could be adopted in the PGDip route and a university recommendation is made. (Recommendation two)

- 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. Mapping documents show how the programme outcomes and the field specific and generic modules meet the proficiencies. The PLPAD is also clearly mapped against the 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 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** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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** ☒

R4.9 is not met. Documentation detailing progression in the PGDip mental health nursing route specifies that 135 master level credits are required for the achievement of the academic award, none of which are practice module credits. It's not clearly and consistently stated in the documentation that the academic level five and six credits for the practice modules need to be achieved as part of the PGDip academic and professional award. The programme team acknowledged this required correction to comply with standards. (Condition three) (SPNP R4.9 and SFNME R2.11)

- 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** ☒

SFNME R2.11 requires confirmation that students meet all of the requirements of the programme to be eligible for the academic and professional award. Documentation detailing progression to the final award in the PGDip mental health nursing route specifies that 135 master level credits must be completed. It's not clearly and consistently stated that successful completion of the academic level five and six credits for the practice modules also need to be achieved as part of this academic and professional award. (SPNP R4.9)

Condition three: The PGDip nursing (mental health) should include the practice module credit points as part of the professional award. (SFNME R2.11 and SPNP R4.9)

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

Outcome

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

R4.9 is not met.

Documentation detailing progression to the final award in the postgraduate route specifies that 135 master level credits must be completed. It's not clearly and consistently stated that successful completion of the academic level five and six credits for the practice modules also need to be achieved as part of this academic and professional award as required in SFNME R2.11 and SPNP R4.9.

Condition three: The PGDip nursing (mental health) should include the practice module credit points as part of the professional award. (SFNME R2.11 and SPNP R4.9)

The approval panel identified that the assessment tasks could be more creative and varied to enable students to develop transferable skills for use in their professional practice. A university recommendation is made. (Recommendation one)

Recommendation one: Consider the design of the assessment tasks. (university recommendation)

The programme team told us about a personal and professional development (PDP) student support strategy in the BSc route which aims to help build resilience. The approval panel recommended that this good practice could be adopted in the PGDip route. A university recommendation is made. (Recommendation two)

Recommendation two: Apply best practice around personal and professional development from the BSc (Hons) nursing to the PGDip nursing. (university recommendation)

Date: 26 March 2019

Post event review

Identify how the condition(s) is met:

Condition three

A revised programme handbook and programme specification for the Pg Dip route (mental health) provides evidence that condition three is met. The requirement for students to successfully complete all modules, both theory and practice for the academic and professional award is stated clearly and consistently. Condition three is now met. SPNP R4.9 is met.

Assurance is provided that SFNME R2.11 is met

Evidence

Pg Dip mental health programme handbook; Pg Dip mental health programme

Nursing & Midwifery Council

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

MOTT MACDONALD

specification, undated

Date condition(s) met: 5 April 2019

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

SPNP R4.9 is met. Assurance is provided that SFNME R2.11 is met.

Standard 5: Qualification to be awarded

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

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

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

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

YES ☐   **NO** ☐ **N/A** ☒

It's clear throughout the programme documentation that the minimum award for the undergraduate route is a BSc (Hons) and for the postgraduate route a PGDip.

Programme documentation makes explicit that the interim/fall-back exit awards listed doesn't confer eligibility for professional registration and this is confirmed by

the programme team at the approval visit.

Practice assessment documentation detail progression requirements. The approval process confirms that students who meet the required proficiencies and programme outcomes are fit for practice and eligible for the professional award.

The external examiner role and responsibilities are clear in the documentation including MU expectations that they review the theory and practice components of the programme. External examiner reporting and follow up on any subsequent actions required is evident in the documentation reviewed.

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: 26 March 2019

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:

CQC reports, various dates

MU collaborative action plan post CQC report; North Middlesex University Trust and MU, updated February 2019

AEI self-assessment report, 2017-18, 29 November 2017

Programme team presentation to the approval panel, 5 March 2019

MU response on interim report for pre-registration nursing programmes approval, 28 February 2019

Post event

MU School of health and education, BSc (Hons) nursing (adult, child and mental health), Pg Dip mental health nursing panel conditions and recommendations team response, 3 May 2019

Screenshot from MU website, 3 May 2019

BSc (Hons) nursing programme handbook, programme specification, undated

Pg Dip mental health nursing programme handbook, programme specification, undated

RPL BSc (Hons) nursing, undated

RPL candidate guidance handbook; how to access Pg Dip mental health nursing programme 2019-2020

RPL modules mapping against the end of year one, BSc modules, undated

BSc (Hons) nursing programme handbook, module specifications, undated

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

![Nursing & Midwifery Council logo]

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

MOTT MACDONALD

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: Undergraduate pre-registration nursing degree route; years 1 and 2 adult students, year 3 child students (x 9) Postgraduate diploma pre-registration nursing mental health route; years 1 and 2 students (x 4) Graduates (x 2)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: Service users and carers (x 7)		

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 CQC report; North Middlesex University Hospital NHS Trust, published 14 September 2018		
If you stated no above, please provide the reason and mitigation: Visits to areas/facilities were not required as this is an established AEI.		
Additional comments:		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author:	Bernie Wallis	Date:	6 June 2019
Checked by:	Judith Porch	Date:	18 June 2019
Approved by:	Leeann Greer	Date:	21 June 2019
Submitted by:	Amy Young	Date:	21 June 2019