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Programme approval visit report

Section one

Programme provider name:	University of West London
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Berkshire Healthcare NHS Foundation Trust Chelsea and Westminster Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust Central London Community Healthcare NHS Trust Hampshire Hospitals NHS Foundation Trust Central North West London NHS Foundation Trust West London Mental Health NHS Trust London North West University Healthcare NHS Trust Chelsea and Westminster Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust Great Ormond Street Hospital for Children NHS Foundation Trust Hillingdon Hospitals NHS Foundation Trust Royal Berkshire NHS Foundation Trust Ashford & St Peter's Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programmes reviewed: (*Tick all that apply)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Child ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route*

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	NDA Adult	☒
	NDA Child	☒
	NDA Learning Disabilities	☒
	NDA Mental Health	☒
	Dual award - pre-registration nursing	
	Dual award - adult/mental health	☒
	Dual award - mental health/learning disabilities	☒
	Dual award - mental health/child	☒
Title of programme(s):	BNursing (Hons) Adult/ PG Diploma Nursing Adult	
	BNursing (Hons) Mental Health/ PG Diploma Mental Health	
	BNursing (Hons) Learning Disabilities/PG Diploma Learning Disabilities	
	BNursing (Hons) Children	
	Nurse Degree Apprenticeship BNursing (Hons) (Adult)	
	Nurse Degree Apprenticeship BNursing (Hons) Mental Health	
	Nurse Degree Apprenticeship BNursing (Hons) Learning Disabilities	
	Nurse Degree Apprenticeship BNursing (Hons) Children	
	MSci Nursing Adult/Mental Health	
	MSci Nursing Learning Disabilities/Mental Health	
	MSci Children/Mental Health	
Academic levels:		
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11	
Registered Nurse – Child	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☐ Level 7 SCQF	

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	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Child	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	17 June 2019

Programme start date:

RN – Adult	16 September 2019
RN – Child	16 September 2019
RN - Learning Disabilities	16 September 2019
RN - Mental Health	16 September 2019
NDA Adult	16 September 2019
NDA Child	16 September 2019
NDA Learning Disabilities	16 September 2019
NDA Mental Health	16 September 2019
Dual award - A/MH	16 September 2019
Dual award - MH/LD	16 September 2019
Dual award - MH/C	16 September 2019

QA visitor(s):	Registrant Visitor: Ronnie Meechan Lay Visitor: Adrian Mason

Summary of review and findings
The college of nursing, midwifery and healthcare (CNMH), (the school), have provided documentary evidence that the University of the West of London (UWL) are seeking approval for a pre-registration nursing programme. The routes within the programme include a full-time three-year BNursing (Hons) nursing (adult, mental health, children and learning disabilities), a two-year full-time PG Dip (adult, mental health and learning disabilities), a full-time four-year dual award MSci (adult and mental health; mental health and children; mental health and learning disability). UWL are also seeking approval of a three-year full-time nurse degree apprenticeship (NDA) BNursing (Hons) nursing (adult, mental health, children and learning disabilities). Recognition of prior learning (RPL) is a required component for the PG Dip route with candidates evidencing 900 hours of theoretical learning through the production of a portfolio. PG Dip students will undertake the full 2300 hours of practice learning during the programme. The NDA BNursing (Hons) route has been negotiated and developed with lead managers of participating healthcare organisations and representatives from the locality. The following organisations are supporting the route: Royal Berkshire NHS Foundation Trust (RBFT), Frimley Health NHS Foundation Trust (FHFT), Berkshire Healthcare NHS Foundation Trust (BHFT), Central and North West London Foundation Trust (CNWLFT), West London Mental Health NHS Trust (WLMHT), Ashford and St Peters Hospitals NHS Foundation Trust (ASPHFT), London North West University Healthcare NHS Trust (LNWT). Berkshire Healthcare NHS Foundation Trust (BHFT) were unable to attend the event due to unforeseen circumstances, however a telephone conference call was undertaken. The programme is based on the Standards for pre-registration nursing programmes (SPNP) and the Standards of proficiency for registered nurses (NMC, 2018). The programme aims to prepare graduates for entry to the NMC register as a registered nurse. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are mapped in the programme and are met at programme level. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as a condition applies. There's clear evidence of effective partnership working between the school and key stakeholders. We are assured UWL and their practice learning provider's (PLP) create clear

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action plans and review the on-going suitability of practice learning environments for student learning if an external review such as a Care Quality Commission (CQC) report identifies a requires improvement outcome.

The programme is recommended for approval subject to one NMC condition. There's one university condition.

Updated 1 July 2019
The programme team submitted revised programme documentation which provides clear evidence that meets condition one.
The programme team provided revised documentation to meet the university condition. The university is satisfied this condition is now met.

The SFNME (NMC, 2018) are now met at programme level.

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: The programme team are required to remove the award for BNursing 'top up' for existing registered nurses. Existing registrants must be able to claim RPL through the BNursing programme. (SFNME R1.6, SPNP R2.8) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:**

	Condition two: The programme team are required to review documentation for accuracy, clarity and consistency. (university condition)
Date condition(s) to be met:	1 July 2019
Recommendations to enhance the programme delivery:	
Focused areas for future monitoring:	RPL processes for existing registrants seeking a second registration and mapping against the BNursing (Hons) programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	

The programme team have provided revised programme documentation that evidences that changes to meet condition one in relation to registered nurses using the RPL process to access the BNursing programme rather than undertaking a top up award. Condition one is now met. SPNP R1.6 and SFNME R2.8 are now met.

The programme team have provided revised documents and confirmation that the university is satisfied condition two is met.

The SFNME (NMC, 2018) at programme level are now met.

AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	In section one, the academic level of the following dual award routes should read academic level seven and not academic level six; MSci nursing learning disabilities/mental health MSci nursing children/mental health The event request form has been amended to enable the change to appear correct in this section of the report. The academic level for these two routes now reads academic level seven.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	29 July 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 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 appropriateStandard 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
There's documentary evidence that the UWL demonstrates effective partnership working with PLPs. Stakeholders told us and documentary minutes identifies involvement in the co-production and design of the pre-registration nursing programme.
There's documentary evidence of partnership working both within minutes of curriculum development workshops and the inclusion of placement agreements. The placement agreements have been developed in conjunction with PLP's and have been signed by a university representative and representatives of those PLPs.
The agreements commit the university and PLPs to the provision of safe and supportive learning environments for pre-registration nursing students. UWL has processes in place for agreed common objectives for where practice learning environments are shared between UWL and other AEI's.
Senior nurses and practice education leads told us there are effective processes in place to respond effectively to the needs of students, practice supervisors and practice assessors. The programme team told us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. The programme team, senior nurses and practice education staff told us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.
There's documentary evidence to support the school's commitment to service user involvement in healthcare education. Service users told us, and minutes

demonstrated that they attended curriculum development group meetings for the pre-registration nursing programme. The documentary evidence demonstrates a clear intention for service users to be involved with the delivery and assessment of students in theory and practice learning across all fields of nursing practice and all routes within the pre-registration nursing programme. This includes a quarterly partnership board which includes the attendance of PLPs. Service users will also attend the pre-registration course management board.

Service users told us that they are involved with the selection, delivery and assessment of students and that they receive training and education to undertake these roles including equality and diversity training. Service users also told us that they were consulted about and contributed towards the design and development of the pre-registration programme. There's documentary evidence and confirmation from students we met that they have been consulted and have contributed to the design and development of the new programme. Students told us that processes are in place for them to give feedback on their theory and practice learning and that they have a student representative system. Students also told us they have opportunities to learn from a range of people in practice learning environments, including service users and through inter-professional learning. Students on the pre-registration nursing programme are represented on programme boards including the course management board and student forums where senior staff from the programme meet with the students once per semester.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

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

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Standard 1: Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a

maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

- 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. The accreditation handbook and academic regulations document outline UWL processes for RPL.

The RPL policy within the programme specifications allows applicants with suitable academic credit and or experience to be awarded up to a maximum of 50 percent RPL. Applicants undertaking the PG Dip programme produce a portfolio of evidence that provides RPL that is the equivalent of one year of academic credit for that route (three years reduced to two years in total).

Applicants for all of the routes are initially screened to ensure they have the required academic qualifications and given information on how to make an RPL claim. RPL candidates include those progressing from relevant foundation degree and degree apprenticeships, as well as nursing associates and assistant practitioners, and includes recognition for clinical practice as well as academic achievement.

The UWL process for RPL includes the use of mapping tools of programme outcomes and Standards of proficiency for registered nurses for all routes. The process of making an RPL claim is detailed in the UWL academic regulations 2017-18 policy and the programme specification. The RPL claim and portfolio of evidence is scrutinised by the appropriate academic and external examiner. It's formally ratified by a college of nursing, midwifery and healthcare panel, and

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includes ensuring the requirements of the European Directive 2005/36/EC are met.

- 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. The programme team had proposed that NMC registered nurses who are seeking a second registration would undertake a BNursing 'top up award'. The programme team told us this was primarily due to the UWL university regulations and they have now sought a derogation of the UWL regulations to enable registered nurses to receive RPL against the BNursing programme. The programme team are required to remove the BNursing 'top-up' award for existing registrants. (Condition one) (SFNME R1.6, SPNP R2.8)

Applicants who already hold a registered nurse qualification and have undertaken a three-year programme of education will be able to RPL more than 50 percent of the programme. The UWL doesn't allow RPL of level six credits and therefore the applicants would be receive RPL against level four and five modules within the BNursing route. The use of mapping tools of programme outcomes and Standards of proficiency for registered nurses are included in the RPL process.

- 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. There's documentary evidence that the pan London practice assessment document (PAD) and the OAR are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Documentary evidence identifies students can access study support from the library team and from their personal tutors/programme team. Digital platforms include e-learning for health, clinical skills net, primal pictures and safe medicate.

UWL's student portal is Blackboard. Students told us that the resources are available for them to access across all of the campuses.

Students are required to evidence GCSE grades C or four (and above) in mathematics/English prior to joining the programme. Consideration may be also be given to candidates to those who hold functional skills level two in mathematics. Applicants during the selection day are required to undertake a numeracy and literacy test. Service users told us that they are consulted about an applicant's ability in relation to numeracy and literacy.

Numeracy is assessed throughout the programme with students having to demonstrate 100 percent pass in levels four, five and six in the BNursing (Hons) and BNursing (Hons) NDA routes; level seven year one and level seven in the PG Dip route and for the MSci dual-award route levels four, five, six and seven. Students on the pre-registration nursing programme are required to complete a medicines management assessment in each part of the programme including a drug calculations assessment. The programme course handbooks identify where proficiency outcomes in numeracy are delivered and assessed.
Students told us they are encouraged to use the interactive learning resources and can access a range of online tools relating to referencing and use of IT.

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** ☐

The programme team have provided a comprehensive plan of existing pre-registration nursing students who will be transferring to the new programme incorporating the Standards of proficiency for registered nurses, and the SSSA from September 2019 onwards. The exception is pre-registration nursing students who commenced their studies in 2017. These students will continue on the 2010 Standards for pre-registration nursing, however the intention will be to move these students to the SSSA. The school provided a revised PAD and documentary evidence that students have been informed about transfer arrangements.

A mapping document has been provided by UWL reflecting the learning outcomes and both the 2010 and 2018 Standards of proficiency for registered nurses. There's documentary evidence that PLPs have been working with UWL to ensure practice education staff are aware of the changes and are putting support systems in place to ensure effective transition.

We were told by the programme team, senior managers, senior nurses and practice education staff there are appropriate resources to support the transfer of students from September 2019.

Students told us that they are aware of the changes and that information events had been undertaken and that more are planned during July 2019.

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 had proposed that NMC registered nurses who are seeking a second registration would undertake a BNursing 'top up award'. The programme team told us this was primarily due to the UWL university regulations and they have now sought a derogation of the UWL regulations to enable registered nurses to receive RPL against the BNursing programme. The programme team are required to remove the BNursing 'top-up' award for existing registrants. (Condition one) (SFNME R1.6, SPNP R2.8)

Applicants who already hold a registered nurse qualification and have undertaken a three-year programme of education will be able to RPL more than 50 percent of the programme. The UWL doesn't allow RPL of level six credits and therefore the applicants would be RPL against level four and five modules within the BNursing route. The use of mapping tools of programme outcomes and Standards of proficiency for registered nurses are included in the RPL process.

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

YES ☐   **NO** ☒

SPNP R1.6 is not met. Opportunities for registered nurses to use RPL to access any route in the programme haven't been provided. The RPL policy at programme level isn't inclusive and robust and therefore doesn't meet SFNME R2.8. (Condition one)

Condition one: The programme team are required to remove the award for BNursing 'top up' for existing registrants. Existing registered nurses must be able to RPL through the BNursing programme. (SPNP R1.6, SFNME R2.8)

Outcome

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

SPNP R1.6 requires that the RPL programme details how registered nurses prior learning and experience is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes for more than 50 percent of the programme. The programme team had proposed that registered nurses who are seeking a second registration would undertake a BNursing 'top up award'. However, opportunities for registered nurses to use RPL to access any route in the programme have not been provided and doesn't meet the requirements of SFNME R2.8 for a robust RPL process. UWL regulations currently only allow RPL for academic level four and five therefore applicants seeking a second nursing registration will be RPL against the BNursing programme. (Condition one)

Condition one: The programme team are required to remove the award for BNursing 'top up' for existing registered nurses. Existing registrants must be able to claim recognition of prior learning (RPL) through the BNursing programme. (SFNME R1.6, SPNP R2.8)

Date: 24 June 2019

Post Event Review

Identify how the condition is met:

Condition one:
The programme team provided updated handbooks and programme specifications that identify using RPL for existing registered nurses seeking to complete registration in an additional field of nursing practice to access the BNursing programme rather than undertake a top up award. All references to a top up award

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have been removed from the programme documentation. The evidence provides assurance of effective application of the RPL process at programme level.

SPNP R1.6 is now met.
Assurance is provided that SFNME R2.8 is met.

Evidence:
UWL revised BNursing course handbook, 27 June 2019
UWL revised BNursing course specification, 27 June 2019
UWL revised module specifications, 27 June 2019
Updated pan London PAD and OAR documents,12 July 2019

Date condition(s) met: 1 July2019

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

SPNP R1.6 is now met.
Assurance is provided that SFNME R2.8 is 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. There's documentary evidence demonstrating the design and delivery of the programme supports students' learning in all four fields of nursing practice. The PG Dip route doesn't offer a children's pathway, however the documentary evidence clearly identifies how the design and delivery of this route will support students in both theory and practice to experience across all four fields of nursing practice.

The documentary evidence identifies the programme and each route are designed to facilitate students' exposure in theory and practice learning to their chosen field of practice. The course handbooks and course overview identify where cross field teaching, learning and assessment takes place, including simulation. The programme uses a hub and spoke model of allocating practice experience. Students will undertake practice learning experience in alternative fields as 'spoke' learning opportunities. There's documentary evidence within course handbooks that students will undertake simulation in addition to practice learning opportunities in the areas of birth and neonatal care, as well as simulated scenarios related to all fields involving service users. UWL has a process for recording practice learning in relation to the general care components for clinical instruction for nurses responsible for general care as specified in the EU directive. This information will be recorded on the placement management system.

Students we met from each of the four fields of nursing practice told us they have

direct care experience of all the fields of nursing practice during their pre-registration programme.

There are signed agreements between the school and PLPs identifying joint responsibility for students on nursing programmes.

- 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. There's documentary evidence that the programme and routes address the outcomes and proficiencies required for registration in one (BNursing (Hons), NDA BNursing (Hons) and PG Dip) or more than one (MSci) field of practice.

The BNursing (Hons) BNursing (Hons) NDA and the PG Dip adult, mental health and learning disabilities routes exceed the 4600 hours. Students undertaking BNursing (Hons) NDA route will follow exactly the pattern of study as those undertaking the BNursing (Hons) route.

The PG Dip pathway permits 900 hours of RPL for theory learning mapped against year one of the BSc route enabling a two-year programme. All the practice experience and associated hours are designed into the two years and students are required to complete all of the proficiencies and practice learning outcomes detailed in each of the three parts of the pan London PAD.

The four-year MSci dual-award routes exceed 7600 hours. There are sufficient numbers of theory and practice hours in more than one field of nursing practice. There's documentary within the module descriptors, content and programme specifications that there is sufficient module content for each field of practice to be tested for both theoretical and practice learning components in the BNursing (Hons), NDA BNursing (Hons), PG Dip routes of the nursing programme.
For the MSci routes the module content, module outcomes, programme outcomes and the pan London PAD facilitates achievement of the proficiencies for adult and mental health nurses, children's and mental health nurses and mental health and learning disabilities nurses.

The programme team, senior nurses and practice education leads told us that programme structure, design and delivery will offer both theoretical and practice learning opportunities that allows students to gain the proficiencies and competencies in one or more specific fields of nursing 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. There's documentary evidence within the course overviews and programme specifications that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one or more fields of nursing practice.

There's documentary evidence students undertaking the MSci adult and mental health, children and mental health and mental health and learning disabilities (dual-award) route cover the content sufficiently in both fields of practice. The programme team, senior nurses, practice assessors and practice supervisors told us that students will have sufficient exposure to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme.

The PAN London PAD, programme specifications and course overviews outline the academic and practice proficiency outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The school has provided mapping documents relating to both theoretical and practice component of the BNursing (Hons), NDA BNursing (Hons), MSci dual

award and PG Dip pathways.

- 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 evidence and the approval process demonstrate an equal balance of theory and practice learning in the programme.

The programme planners demonstrate for all routes that there is an equal structure of theory and practice learning weeks throughout the pre-registration nursing programme. Documentary evidence demonstrates programme hours have been mapped against the NMC minimum hours required for each route. All routes exceed the minimum 4600 hours, the MSci dual award is 7600 hours.

Students undertaking the MSci dual award will have to demonstrate in year two of the programme that they have a suitable academic profile to progress into level six and seven of study (50 percent pass mark and above for each module of study). Students who do not demonstrate this level of achievement will be transferred onto the BNursing programme.

There's documentary evidence of a practice allocation model for the delivery of the programme that demonstrates the achievement of designated hours for the programme. Students have exposure to a range of practice learning opportunities and will also gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning. The programme plan for all routes identifies a longer practice learning opportunity in the final part of the programme.
The documentary evidence contained within the programme handbooks and course overviews identifies a comprehensive range of learning and teaching strategies. The strategy is diverse and includes flipped classroom, forum theatre and reflection with peers, clinicians and carers, lecture, small group, technology facilitated, on-line learning via blackboard and simulated practice/clinical skills approaches to learning and teaching.

The course overview document details appropriate aims and outcomes. The outcomes are sufficient to test the field of practice requirements in one or more than one field of practice. The indicative content provided within the module

descriptors is aligned with the seven platforms within the Standards of proficiency for registered nurses.

All stakeholders told us that the programme and practice learning opportunities will prepare students for entry to the NMC register as a registered nurse.

Evidence provides assurance that the following QA approval criteria are met

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

  YES ☐   **NO** ☐ **N/A** ☒

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).   **YES** ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

- 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 offer 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** ☐

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Outcome

Is the standard met?   MET ☒   NOT MET ☐
Date: 24 June 2019

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-registrationnursing 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 studentswith 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 |

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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 and findings from the approval visit provides assurance that students will develop the skills to deliver safe and effective care, to a diverse range of people across the four fields of nursing practice.
The routes in the programme provide a diverse range of practice learning experiences for students. Documentary evidence within the programme handbook and programme planners detail how students undertaking the programme will have a range of practice experience appropriate to each of the fields of nursing practice. Documentary evidence details that students undertaking the dual-award route will have a range of practice experience appropriate to each of the two fields of nursing and this was confirmed by students we met at the approval visit.
There's documentary evidence of how hub and spoke practice experience plans enable delivery of practice learning experience across the four fields of nursing. The programme team, senior nurses, and practice education staff told us that there's sufficient capacity across the geographical location to ensure the practice learning experiences available allow students to deliver safe and effective care, across the four fields of nursing practice.

UWL students told us they are supported in practice learning environments and there's sufficient opportunity to get experience in their fields of nursing throughout their programme. They also told us that they get exposure to all of the fields of nursing during their pre-registration programme.
All students we met told us their supernumerary status was protected. Students on the NDA BSc (Hons) route told us they usually undertake practice learning away from their usual workplace and this will be reflected in the new programme. The supernumerary status of students is clearly articulated within programme documentation and practice learning handbooks. Employer PPLs at the approval visit confirmed that this protected time for NDA students is part of the contract agreement with the university.

- 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. The school has a clear system in place to monitor the quality of the practice learning environments through education audit and for students' evaluation of their practice experiences. The programme team, senior nurses and practice education staff told us that clinical areas are audited and that where areas are shared with another AEI there's a system in place to ensure information is shared.

There's a process system in place to ensure system regulator reports are shared between the PLP's and UWL. Where a system regulator such as a CQC report identifies a requires improvement outcome UWL and their PLP's create clear action plans and review the on-going suitability of practice learning environments for student learning. UWL also reports this information through NMC exceptional reporting and at annual self-evaluation reporting. There's documentary evidence that PLPs are required to complete a form notifying UWL of any adverse CQC inspection outcomes. The head of pre-registration nursing identified the process works well and information is acted upon.

We were told by the programme team and PLPs that the suitability of placements to meet programme outcomes are reviewed collaboratively as part of the allocation cycle. This review includes practice placement education leads and academic placement development team leads with the placement allocation team. Practice learning opportunities are designed in relation to the experience required for students to deliver safe and effective care to a diverse range of people of all ages. Students learning, and achievement is supported and monitored in the practice setting by practice supervisors and assessors and academic staff. Practice learning outcomes and proficiencies are assessed using the pan London PAD and progress and achievement is monitored through the OAR.

Practice education leads within all PLP and employer organisations told us they meet regularly with relevant academic staff to feedback, contribute to the monitoring of all programmes and resolve any escalated concerns.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors told us there are appropriate processes for assessing, monitoring and evaluating these practice experiences. This includes processes for withdrawing students from a practice learning area and supportive measures when reintroducing students to practice learning areas. Students confirm they complete an evaluation after each practice learning environment experience.

Senior nurses, practice education staff, practice supervisors and practice assessors told us that students undertaking the pre-registration nursing programme will have a variety of practice learning experiences to meet the holistic needs of people in all ages.

Students and practice education staff, we met are aware of the processes for raising and escalating concerns. Students told us that they are given the opportunity to undertake a practice learning feedback survey and that the programme team are responsive when issues are raised, quickly and effectively.

- 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 within the programme handbook and course overviews provide evidence of how the principles of communication and relationship management skills will be introduced and developed through the programme. The practice learning allocation models allows students to follow an individual's journey through the health and social care system and will enable students to put these skills into practice.

The pan London PAD clearly maps the Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed.

Senior nurses told us that they are working together across a number of NHS and private, voluntary and independent organisations to ensure sufficient opportunities for students to practise the core nursing skills outlined in annexe A and B of the Standards of proficiency for registered nurses.

PLP senior nurses confirmed relevant internal policies are being modified. This is to enable students to practise safely and appropriately the clinical skills identified in annexe A and B that have not previously been required for NMC registration in practice learning environments.

Stakeholders provided assurance that practice learning opportunities will allow students to meet the communication and relationship management skills and nursing procedures within the pre-registration programme and routes.

- 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. There's documentary evidence that the UWL virtual learning environment (VLE) Blackboard provides access to online materials which support the student's programme. The VLE also includes more general resources to aid student's studies. Technology to support the learning, teaching and assessment strategy includes the use of software packages such as the Clinical Skills Net, safeMedicate, Primal Pictures and Campus Press portfolio that contains an electronic version of the student's personal portfolio.

A significant number of theoretical learning is related to practice learning activity in the form of a number of simulated practice activities for all routes in the pre-registration programme. Simulation-based learning opportunities are effective, proportional and comply with Article 31(5) of Directive 2005/36/EC.

The programme documents contain a schedule of clinical simulation skills learning opportunities. The programme team told us that they have developed an online community where UWL student actors have been filmed. The online community allows students to explore clinical scenarios in an interactive way. Students also undertake simulated practice learning in the form of immersive theatre, these activities include the use of service users. Students told us they benefitted from this activity and that it prepares them for practice.

The school has provided documentary evidence of an overview within the programme handbooks and course overviews of simulation based learning activities for their pre-registration nursing programme. Assessment by viva voce objective structured clinical examinations (OSCEs) and simulated scenarios forms an integral part of the programme.

Students told us that they have the opportunity to engage in simulated practice learning opportunities across the UWL campuses and that this is equitable across the campuses. Students told us that they valued these opportunities and that service users are involved with the assessment and feedback of these learning opportunities.

- 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. There's documentary evidence that the UWL and the school have processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. The practice learning handbook identifies the process that students should follow in relation to disclosing support to practice supervisors, practice assessors and academic assessors.

The individual support plan (ISP) guidance from UWL identifies that students undertaking practice learning experiences should disclose their disability so that an occupational health assessment can be carried out before a student starts a practice learning allocation to determine what reasonable adjustments are appropriate in a clinical environment. Some guidance may be given on an ISP, particularly for those students with a specific learning difficulty (SpLD) (who do not require an occupational health assessment) but who may still need support at work. The ISP will then act to facilitate having a conversation with the PLP around support that may be required. Any reasonable adjustments should be agreed by the PLP. Students told us they are supported by UWL and the school in relation to reasonable adjustments (related to health and academic support) and are aware of how and where to access assistance if required.

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: 24 June 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 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

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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 inArticle 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

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

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

MET ☒   NOT MET ☐

R4.1 is met. Programme documentation and the approval process confirm compliance with the NMC Standards framework for nursing and midwifery education. The placement agreements outline a partnership approach between UWL and PLPs with shared responsibility for theory and practice supervision, learning and assessment. The partnership includes accountability for the development, delivery, quality assurance and evaluation of the programme. There's documentary evidence of how practice supervisors will 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.

The pan London PAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. The document contains a communication log which serves as a record of any communication that occurs between practice supervisors, practice assessors and/or academic assessors. Such communication can be formal or informal and may be a face-to-face meeting, a telephone call or e-mail correspondence.

Senior nurses, practice education staff and practice assessors and supervisors

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told us all students undertaking pre-registration nursing routes have protected supernumerary practice learning time. Employer organisations supporting the BNursing (Hons) NDA route of the programme told us practice assessors and practice supervisors are experienced in supporting students undertaking the degree apprenticeship and staff are aware of protected learning time for these students.

The programme team, senior nurses and practice education staff told us that should any issues or complaints regarding a BNursing (Hons) NDA student arise there are clear lines of communication to ensure UWL programme staff are aware and where necessary can support the student. UWL has a system in place to support students undertaking the NDA route including designated apprentice support link tutor who liaises with students, supervisors and assessors every six to ten weeks. There's a tripartite arrangement and statement in place regarding students undertaking the NDA route outlining roles and responsibilities of students, UWL and employers. An attendance record for these students is shared weekly with employers.

Students told us they are aware of complaints processes and procedures and know how to access practice and academic staff to escalate issues. Students we met confirmed their supernumerary status and protected learning time during their practice learning experiences. The programme handbooks identify that students learning within the practice learning environment is protected and as such they are supernumerary.

The documentary evidence and information obtained at the approval visit demonstrates that the school are adopting a pan London approach in relation to preparing practice supervisors, practice assessors, and academic assessors. There's documentary evidence that governance structures are in place to ensure that effective coordination of learning and quality assurance processes are established. This includes the educational audit of practice learning environments, internal education quality assurance processes and student placement evaluation mechanisms.

- 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. There's documentary evidence of how the Standards for student supervision and assessment are applied to the programme. There's evidence that the school and PLPs are working with all stakeholders in order to identify practice

supervisors, practice assessors and academic assessors and how they will be prepared for their roles.

The programme team, senior nurses and practice education staff told us staff in each PLP have been identified to undertake the role of practice assessor and practice supervisor. Existing mentors and sign-off mentors are receiving updates and training to prepare them to undertake the role of practice supervisor and practice assessor. PLPs will continue to maintain a record of staff who are undertaking the role of practice supervisor and practice assessor, including the details of the education preparation undertaken.

Practice supervisors, practice assessors and academic assessors told us updates on the implementation of the Standards for student supervision and assessment are being delivered in their organisations. They all state they are being prepared for their roles and understand their responsibilities in student learning, assessment and progression. Programme documentation stipulates that academic assessors cannot be the same individual for consecutive parts of the programme.

Senior nurses, practice education staff and the programme team told us there's sufficient training and education and on-going support in place to ensure practice supervisors and practice assessors are fully prepared to undertake their roles. Senior managers we met told us there are contingencies in place to ensure effective implementation of the Standards for student supervision and assessment, NMC, 2018.

We're assured by senior nurses, practice education leads and the programme senior management team that they all have adequate resources, including administrative support to ensure effective coordination of learning in practice learning environments. There's a head of practice learning who is an academic at UWL and has the lead responsibility for practice learning and oversight of practice learning allocations.

The head of pre-registration nursing told us that academic assessors will be assigned during the annual work loading exercise by senior management within the CNMH. A record of academic assessors and their assigned students is maintained by the school's practice education support unit (PESU) and is available on the UWL practice education portal (PEP).

Academic assessors are rotated to a different group of students on completion of each part of the programme, ensuring they do not act as an academic assessor for two consecutive parts. Students are emailed the name of their academic assessor by the PESU, for each part. The parts and progression points are clearly identified on the programme planners and in the student handbooks.

All academic assessors will be registered nurses or midwives who have met the required professional development and revalidation requirements for their role.

These requirements are monitored and recorded via the UWL annual appraisal system.

Practice assessors are assigned and monitored by the nominated person in each PLP responsible for supporting student learning. The educational audit for each practice learning environment identifies the number of students the environment can accommodate.

Communication and collaboration between practice and academic assessors is scheduled for relevant points in the programme and student progression points are identified in the practice learning handbook. Communication will occur either in person, by phone or electronically. The process is outlined in the guide to the pan London PAD and the UWL practice learning handbook and is documented in the PAD.

Students undertaking the BNursing (Hons) NDA route are following the same programme as the BNursing (Hons) students they are supernumerary throughout and are assessed using the same PAD, as such the process is the same.

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. UWL programme documentation identifies a varied range of assessments both formative and summative are used throughout the programme. The UWL programme documentation identifies a clear intention that students will have the opportunity to reflect on their practice and this is integrated into learning, teaching and assessment strategies so that students can develop and apply this skill to both their academic and practice learning. There's an opportunity for students to receive feedback from academic staff with each summative and formative assessment. The pan London PAD provides the documentary framework for both formative and summative practice assessment.

Students we met told us they are aware of student feedback systems regarding their programme and they have a clear student voice. Students told us the

feedback they receive is useful and productive. They told us student committee's meet regularly. Student representatives are very active, and the school responds to their feedback.

Students told us they are very satisfied with UWL and school staff in responding to student feedback in a timely manner. Students told us they gain feedback from service users within the practice learning opportunities. The pan London PAD identifies clearly that students should not approach service users directly for feedback and this should be facilitated by their practice supervisor or practice assessor.

Senior nurses and practice education staff told us school staff respond quickly and effectively to feedback from them regarding concerns about a student's progress or competence.

The placement agreement commits both the university and its PLPs to the shared responsibility for theory and practice supervision, learning and assessment. It establishes clear lines of communication between the two parties and accountability for delivery of the programme.

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

MET ☒   NOT MET ☐

R4.5 is met. Documentary evidence of programme mapping and practice learning experiences meet the Standards of proficiency for registered nurses and programme outcomes for the fields of nursing practice; adult, mental health, learning disabilities and children nursing.

The programme team, senior nurses and practice education staff told us there's a sufficient range of practice learning environments to ensure that students gain experience of the four fields of nursing throughout the programme.

The programme team, senior nurses and practice education staff told us that they are working in partnership to ensure practice learning organisations are ready to support students in achieving the proficiencies required. We were told that both the UWL and PLPs are undertaking training needs analysis and that this is at an advanced stage, to ensure staff are suitably prepared to support students to meet the Standards of proficiency for registered nurses.

PLPs told us that policies and procedures are being adapted to ensure students

can demonstrate proficiency in all of the annex A and annexe B procedures of the Standards of proficiency for registered nurses.

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

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

Date: 24 Jun 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

YES ☐   **NO** ☒ **N/A** ☐

There are no fall-back awards (with registration) within the routes of the UWL pre-registration programme.

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: 24 Jun 2019

Section four

Source of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
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 for protected learning	☒	☐

List additional documentation:

UWL, BNursing (Hons) NDA student handbook, 15 June 2019
UWL, BNursing (Hons) NDA programme specification, 15 June 2019
Telephone conference, Deputy Director of Nursing Berkshire Healthcare
Foundation Trust re-NDA programme, 17 June 2019
Revised PAD for students continuing on the NMC (2010) standards, 15 June 2019,
uploaded to the QA hub, July 2019

Post event review:
UWL revised BNursing course handbook, 27 June 2019
UWL revised BNursing course specification, 27 June 2019
UWL revised module specifications, 27 June 2019
Updated pan London PAD and OAR documents,12 July 2019

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

Additional comments:

During the visit 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: UWL BSc (Hons) adult nursing x 1 (year two) UWL BSc (Hons) children nursing x 2 (both year three) UWL BSc (Hons) mental health nursing x 2 (one year two and one year three) UWL Pg Dip mental health nursing x 1 (year two) UWL BSc (Hons) learning disabilities nursing x1 (year two) UWL Pg Dip learning disabilities nursing x 1 (year one) UWL NDA BSc (Hons) adult nursing x 2 (year one)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments: Service users and carers x 3 attended the visit. One service user was unwell and unable to attend.		

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

	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 reports; CQC, Royal Berkshire NHS Foundation Trust, inspection report, 11 January 2018 CQC, Frimley Health NHS Foundation Trust, inspection report, 13 March 2019 CQC, Berkshire Healthcare NHS Foundation Trust, inspection report, 2 October 2018 CQC, Central And North West London Foundation Trust, inspection report, 4 June 2019 CQC, West London Mental Health NHS Trust, inspection report, 21 December 2018 CQC, Ashford and St Peters Hospitals NHS Foundation Trust, inspection report, 04 October 2018 CQC, London North West University Healthcare NHS Trust, inspection report, 31 August 2018 CQC, HCA international limited, Harley street clinic, inspection report, 4 January 2017 CQC, Home Providers Chelsea and Westminster Hospital NHS Foundation Trust CQC, Chelsea and Westminster Hospital NHS Foundation Trust, inspection report, 10 April 2018 CQC, Hampshire Hospitals NHS Foundation Trust, inspection report, 26 September 2018 CQC, Elysium Healthcare Limited, Rosebank House, 8 September 2017		
If you stated no above, please provide the reason and mitigation Visits to practice areas and facilities were not required for this programme approval.		
Additional comments:		

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