

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of West of London</p>
<p>Programmes reviewed: <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input type="checkbox"/> Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input type="checkbox"/> <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/> <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children’s <input type="checkbox"/> Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p>AEI programme title(s):</p>	
<p>Current AEI programme title(s): <i>Please include all currently approved programme titles</i></p>	<p>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</p>

	<p>Nurse Degree Apprenticeship BNursing (Hons) Children MSci Nursing Adult/Mental Health MSci Nursing Learning Disabilities/Mental Health MSci Children/Mental Health</p>
<p>Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	N/A
<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>MSc Nursing Adult MSc Nursing Learning Disabilities</p>
Academic levels of current programme:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p>

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

<p>Dual award - adult/mental health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Dual award - mental health/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Dual award - learning disabilities/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

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

Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	2 September 2019
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	7 February 2022
RN – Children's	
RN - Learning Disabilities	7 February 2022
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	

Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	16 September 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Ronnie Meechan

Section two

Summary of review and findings

The University of West London (UWL), an approved education institution (AEI), currently deliver a pre-registration nursing programme with a number of direct entry routes. 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 PgDip (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), and a three-year full-time nurse degree apprenticeship (NDA) BNursing (Hons) nursing (adult, mental health, children and learning disabilities). The original programme was approved by the Nursing and Midwifery Council (NMC) on 2 September 2019.

The college of nursing, midwifery and healthcare (CNMH), (the school), present a modification to the approved programme to include a full-time two-year, pre-registration nursing MSc blended learning nursing route (adult or learning disabilities). The MSc blended learning nursing route will be delivered in the UWL west London campus as well as the UWL Fountain House campus in Reading. UWL intends to offer two intakes in a year of the proposed new route in February and September of each academic year.

Recognition of prior learning (RPL) is a required component for the MSc nursing blended learning (adult or learning disabilities) route with candidates evidencing 500 hours of theoretical learning and 500 hours of practice learning through the production of a portfolio.

The programme aims to prepare graduates for entry to the NMC register as a registered nurse. The programme documentation confirms evidence of effective partnership working between the school and key stakeholders, including service users and carers (SUCs), practice learning partners (PLPs) and students.

The visit is undertaken remotely due to the COVID-19 pandemic.

The MSc nursing blended learning (adult or learning disabilities) routes have been negotiated and developed with lead managers of participating healthcare organisations and representatives from the locality. These include the Royal Berkshire NHS Foundation Trust, London North West University Healthcare NHS Trust (previously known as 'North West London Hospitals NHS Trust'), Ashford and St Peter's Hospitals NHS Foundation Trust, Central and North West London NHS Foundation Trust, The Royal Hospital for Neuro-Disability and Berkshire Healthcare NHS Foundation Trust.

There's documentary evidence of signed placement agreements (PAs) for each of the PLPs. These PAs confirm the supernumerary status of students undertaking

the MSc nursing blended learning route. All the PLPs are represented at the modification visit. PLPs tell us that they confirm their commitment to the partnership with UWL to ensure effective delivery and continuing development of the MSc nursing blended learning route.

UWL and PLPs confirm at the visit the supernumerary status of students undertaking the MSc nursing blended learning route. Documentary evidence identifies that students undertaking the MSc nursing blended learning route will be supernumerary during their practice learning experiences.

There's a process in place to ensure system regulator reports are shared between PLPs and UWL. Where a system regulator report, such as from the Care Quality Commission (CQC), identifies a requires improvement or an inadequate outcome UWL and their PLPs create clear action plans and review the ongoing suitability of practice learning environments for all learners on the programme.

UWL tell us that when they become aware of any inadequate CQC inspection reports for one of their PLPs they report this through the NMC exceptional reporting process, as well as reporting in the NMC annual self-assessment process. One of UWL's PLPs have received inadequate CQC ratings. London North West University Healthcare NHS Trust (LNWUNHT) received a rating of inadequate in relation to its maternity services at Northwick Park Hospital (CQC report published 25 June 2021). UWL and LNWUNHT tell us that no UWL students are currently undertaking practice learning experiences within this area. UWL submitted an exceptional report on 29 June 2021. This outlined the risk assessment undertaken and the action plan implemented. The panel are assured there are robust processes in place between UWL and the trust, and that student learning is protected through implementation of the action plan.

The proposed MSc nursing blended learning (adult or learning disabilities) route will adopt the approved pan-London practice assessment document (PLPAD).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are met at a programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at a 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 <input type="checkbox"/>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Further detail around RPL (R1.6), recruitment and selection, assessment level clarification (safeMedicate) and student attendance at the visit

	has been provided. The report has been amended in accordance with AEI observations.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p>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, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2020)</p>

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <p>Standard 2: Educational governance and quality: R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC Standards for student supervision and assessment</p>

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 documentary evidence that the UWL demonstrates effective partnership working with PLPs. Documentary minutes in the CNMH joint partnership board meeting (JPBM), the MSc nursing blended learning development group meetings and the PAs identify involvement in the co-production and design of the MSc nursing blended learning (adult or learning disabilities) route through UWL's pre-registration nursing programme. Stakeholders including students, SUCs and PLPs tell us that they're involved in co-production and design of the pre-registration nursing MSc Nursing (adult or learning disabilities) blended learning route.

The PAs have been developed in conjunction with PLPs and have been signed by a university representative and representatives of those PLPs. The PAs 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 AEs.

Senior nurses and practice education leads tell us there are effective processes in place to respond effectively to the needs of students, practice supervisors and practice assessors. The programme team tell 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 leads tell 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. SUCs tell us, and minutes demonstrate, that they attended curriculum development group meetings. The documentary evidence demonstrates a clear intention for SUCs 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 practice partners. SUCs tell us that they also attend the pre-registration course management board.

The documentary evidence demonstrates a clear intention for SUCs 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. SUCs also attend the pre-registration course management board.

SUCs tell 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. SUCs also tell us that they were consulted about and contributed towards the design and development of the MSc nursing (adult or learning disabilities) blended learning route. 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 route through UWL's established pre-registration nursing programme.

There's documentary evidence that students have been consulted in a number of focus groups and have contributed to the design and development of the new route. The UWL vice-president of student union activities is a panel member of the JPBM. There is documentary evidence that processes are in place for students to give feedback on their theory and practice learning and that they have a student

representative system. Students tell 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 tell us they have opportunities to learn from a range of people in practice learning environments, including SUCs, and opportunities for 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**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 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
- 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).

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

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (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)

YES **NO**
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES **NO**
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES **NO**

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

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

MET **NOT MET**

R1.5 is met. The academic regulations document outline UWL processes for RPL. The RPL policy within the MSc nursing blended learning (adult or learning disabilities) programme specification allows applicants with suitable academic

credit and/or experience to be awarded up to a maximum of 50 percent RPL. Applicants undertaking the MSc nursing blended learning route 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 are initially screened to ensure they have the required academic qualifications and given information on how to make an RPL claim. Applicants for the MSc nursing blended learning route are also required to undertake a two-week online non-credited course to prepare the applicants to engage with online learning. Applicants for the MSc nursing blended learning (adult or learning disabilities) route are required to evidence 500 hours of theoretical learning and 500 hours of practice learning. Verification of these hours as part of the RPL process is confirmed by a healthcare professional who holds current registration with a professional, statutory and regulatory body.

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 2020-2021 policy and the MSc nursing blended learning (adult or learning disabilities) programme specification. The RPL claim and portfolio of evidence is scrutinised by the appropriate academic and external examiner. It's formally ratified by a CNMH panel.

The RPL process includes a robust mapping to the programme outcomes and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

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

MET **NOT MET**

R1.6 is met. For NMC registered nurses RPL may exceed 50 percent and be a maximum of 100 credits.

- 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 PLPAD and the OAR are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Documentary evidence identifies that students can access study support from the library team and from their personal tutors/programme team. Digital platforms include e-learning for health, clinicalskills.net, Primal Pictures and safeMedicate. UWL's student portal is Blackboard. Students tell us that the resources are available for them to access across all the campuses.

Students require a minimum of a first degree with a classification of a 2.1, usually gained within five years prior to commencing their studies. Students are also required to evidence GCSE grades C or four (and above) in mathematics/English prior to joining the programme. Consideration may also be given to candidates who hold functional level two equivalent qualifications in mathematics/English. Applicants are required to undertake a value based face-to-face interview demonstrating the values and behaviours that underpin compassionate care (NHS England, 2016).

Numeracy is assessed throughout the MSc nursing blended learning route with students having to demonstrate 100 percent pass at the end of year one and two.

Students on the MSc nursing blended learning route 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 tell us they are encouraged to use the interactive learning resources and are able to access a range of online tools relating to referencing and use of information technology (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.

Documentary evidence confirms that the university won't be transferring any existing students onto the proposed MSc nursing (adult or learning disabilities)

blended learning routes. The panel at the modification visit also confirm that no existing students will be transferred onto the proposed new route.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Unchanged through this modification.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

- R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing
- R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of 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 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 that the design and delivery of the programme supports students' learning in all four fields of nursing practice. The MSc nursing blended learning route does not offer a children's or mental health route 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. PLPs and the programme team tell us that there are sufficient practice learning opportunities for students to gain experience across all four fields of nursing practice.

The documentary evidence identifies that the MSc nursing blended learning routes 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 MSc nursing blended learning programme handbook outlines the design and delivery methods. The programme is designed with a blended approach to delivery, including face-to-face learning activities at specified points in the programme for induction to each year, clinical simulation and mandatory training.

Online learning, including synchronous and asynchronous activity, is a main feature of this programme. The virtual platform has several tracking and reporting tools such as course accessibility score function, facility to download attendance and monitoring reports of engagement in activities such as online quizzes/polls, responses to synchronous sessions including the number of verbal/chats in live sessions and participation in discussion boards/blogs for asynchronous sessions. This data will be utilised by the personal tutor to monitor and RAG rate engagement and attendance of individual students.

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 MSc nursing blended learning handbook and practice learning handbook 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 SUCs.

Students undertaking the MSc nursing blended learning route will have opportunities during their programme to have periods within their practice learning experiences to negotiate with their practice assessors, practice supervisors and academic assessors when they will undertake practice learning hours. These are within specific timeframes and hours are monitored to ensure students achieve the minimum 2300 hours (including 500 hours RPL) of practice learning prior to completing the programme.

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 is recorded on the placement management system.

Students we met tell us they have direct care experience of all the fields of nursing practice during their pre-registration programme.

- 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 proposed MSc nursing blended learning (adult or learning disabilities) routes address the outcomes required for registration in one field of practice. Documentary evidence within the PLPAD, programme handbook, course overview documents and programme specification indicate that there's explicit module content for each field of practice in the MSc nursing blended learning (adult or learning disabilities) routes.

The MSc nursing blended learning (adult or learning disabilities) routes permits 1000 hours of RPL for theory (500 hours) and practice learning (500 hours) mapped against the approved programme enabling a two-year programme. Students are required to complete all the proficiencies and practice learning outcomes detailed in each of the three parts of the PLPAD.

The MSc blended learning route has a progression point at the end of year one of the programme and at the point of completion. Part one and part two PADs are achieved in year one of the programme. The part three PAD is achieved in year three of the programme. All modules are studied at level seven.

The programme team, senior nurses and practice education leads tell 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 field 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 MSc nursing blended learning handbook, the course overview documents (containing module learning outcomes) and the programme specification that confirms the inclusion of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one field of nursing practice.

The programme team, senior nurses, practice assessors and practice supervisors tell 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 PLPAD, programme specification, the course overview documents and the MSc nursing blended learning handbook outline the academic and practice proficiency outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The school provides mapping documents relating to both the theoretical and practice component of the proposed MSc nursing blended learning routes.

The MSc nursing blended learning handbook as well as the programme specification identifies two numeracy exams (year one and year two) which are assessed as pass/fail assessments. The module specification and MSc nursing blended learning handbook states these must be passed at 100 percent.

- 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 demonstrate an equal balance of theory and practice learning in the MSc nursing blended learning route. The programme planners demonstrate for adult and learning disabilities routes that there is an equal structure of theory and practice learning weeks throughout the pre-registration nursing programme.

Documentary evidence demonstrates that programme hours have been mapped against the NMC minimum hours required for the MSc nursing blended learning route.

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 documentary evidence contained within the MSc nursing blended learning programme handbook and course overviews identifies a comprehensive range of learning and teaching strategies. One of the main features of this route is the use of UWL learning, teaching and assessment strategy (2018) and UWLFlex (2020), and has been developed alongside UWL strategic plan (20018-2023). The UWLFlex strategy utilises a three staged approach whereby students are required to investigate, apply and consolidate their learning.

The investigate stage requires students to watch short lectures, narrated presentations or complete a short task to assess conceptual understanding; most of this material is delivered using an asynchronous approach. The apply stage requires students to engage with webinars; this includes synchronous activities

with lecturing staff, fellow students, undertaking groupwork/peer-work and engaging with synchronous feedback activities. The consolidate phase requires students to follow-up their learning with a series of structured tests/tasks, reading and discussion forums, gain further feedback and extend their underpinning knowledge with research, undertaking extra study or by producing an artefact; most of this material is delivered using an asynchronous approach.

Students undertaking the MSc nursing blended learning route will also access existing learning and teaching opportunities; these include flipped classroom, forum theatre, immersive theatre, virtual reality and reflection with peers, clinicians and carers and simulated practice/clinical skills approaches to learning and teaching. Formative assessment and feedback strategies include a reflective portfolio, podcasts, service improvement plans, virtual case students and reports, the creation of vlogs, personal action plans, virtual wards and patient assessments.

The majority of the proposed route will be delivered online using a variety of virtual and blended learning strategies. Students are required to engage with the learning platforms, via a two-week information technology support package which is mandatory prior to commencing the programme. Students are required to login online, at a set time each week during the theory blocks to engage with synchronous learning, as a cohort.

The course overview document details appropriate aims and outcomes. The outcomes are sufficient to test the field of practice requirements in one field of practice. The indicative content provided within the module descriptors is aligned with the seven platforms within the FN:SPRN.

All stakeholders tell us that the MSc nursing blended learning route 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 only 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 N/A

The programme leads to registration in a single 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 N/A

The programme only leads to nursing registration.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 16 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children’s nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children’s nursing
- R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R3.5 take account of students’ individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and findings from the modification visit provides assurance that students undertaking the MSc nursing blended learning (adult or learning disabilities) route will develop the skills to deliver safe and

effective care to a diverse range of people across the four fields of nursing practice.

The proposed MSc nursing blended learning (adult or learning disabilities) route provides a diverse range of practice learning experiences for students. The MSc nursing blended learning (adult or learning disabilities) route handbook, programme planners and the practice learning handbook detail how students undertaking the route have a range of practice experience appropriate to each of the fields of nursing practice.

There's documentary evidence of how hub and spoke placement plans enable delivery of practice learning experience across the four fields of nursing.

The programme team, senior nurses and practice education leads tell 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 tell 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 tell us that they get experiences in all of the fields of nursing during their pre-registration programme.

All students tell us their supernumerary status was protected. The supernumerary status of students is clearly articulated within programme documentation and practice learning handbooks. PLPs at the modification visit confirmed that students are supernumerary when undertaking practice learning opportunities.

- 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 leads tell 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 PLPs and UWL. Where a system regulator such as a CQC report identifies an inadequate outcome UWL and their PLPs create clear action plans and review the ongoing 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 and PLPs tell us that this process works well and information is acted upon.

The programme team and PLPs tell us that the suitability of placements to meet programme outcomes are reviewed collaboratively by practice placement education leads and academic placement development team leads with the placement allocation team as part of the allocation cycle. 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 are supported and monitored in the practice setting by practice supervisors, practice assessors and academic assessors. Practice learning outcomes and proficiencies are assessed using the PLPAD and progress and achievement is monitored through the OAR.

Practice education leads within all PLP and employer organisations tell 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 and practice education leads tell 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 tell us that they complete an evaluation after each practice learning environment experience.

Senior nurses and practice education leads staff tell us that students undertaking the MSc nursing bended learning route will have a variety of practice learning experiences to meet the holistic needs of people in all ages.

Students, senior nurses, practice education leads and the programme team that we met are aware of the processes for raising and escalating concerns. Students tell 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 MSc

nursing blended learning route. 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 PLPAD 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 tell 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 annex A and annex B of the Standards of proficiency.

Senior nurses and practice education leads confirm that relevant internal policies have been modified to enable students to practise safely and appropriately the clinical skills identified in annex A and annex B. All PLPs who attended the modification visit tell us that a skills analysis of annex A and annex B proficiencies has been undertaken and that students are allocated to practice areas and practitioners who can support the acquisition of skills within the clinical area. The programme team tell us that there is a robust simulation and skills strategy that enables students to practice and acquire annex A and annex B proficiencies.

Stakeholders provide 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.

Students tell us that they have had the opportunity to practice and undertake annex A and annex B proficiencies within simulation and clinical environments.

- 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 students' studies. Technology to support the learning, teaching and assessment strategy includes the use of software packages such as the clinicalskills.net, safeMedicate and Campus Press portfolio that contains an electronic version of the student's personal portfolio.

A significant feature of this modification relates to the blended online approach to the delivery of the MSc nursing (adult or learning disabilities) blended learning route. Simulated practice is integrated within the MSc nursing blended learning

route. Documentary evidence identifies this is undertaken online and in UWL simulation centres Brentford and Reading.

There are four weeks of preparation for practice using technology enhanced and simulation-based learning. Each of the four weeks are 40 hours which contributes 160 practice hours in total. Examples of simulated practice learning includes sophisticated training models, actors, SUCs and patient simulators as well as virtual and augmented reality techniques. Documentary evidence within the MSc nursing programme handbook identifies that these approaches provide an opportunity for students to practice, rehearse and enhance clinical skills in a safe environment and offer learning opportunities, which may not be available for all students in the clinical setting. The programme team tell us that the SSSA are applied during these learning experiences.

Documentary evidence also identifies learning opportunities for students including real time debriefing and video analysis that provides students with feedback and opportunities for self-evaluation and development. There is documentary evidence that the school works in partnership with PLPs to develop authentic practice-based scenarios, which promote meaningful integration of theory and practice.

The programme documents contain a schedule of clinical simulation skills learning opportunities. The programme team tell us that they have developed an online community where UWL student actors have been filmed. The online community (the street) 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 SUCs. Students tell us they benefitted from this activity and that it prepares them for practice.

Students tell 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 tell us that they value these opportunities and that SUCs are involved with the assessment and feedback of these learning opportunities. SUCs tell us that students value their input into simulation activities and that they are also involved with feedback opportunities that include presentations and other classroom-based activities.

- 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**

Unchanged through this modification.

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

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> Processes are in place to ensure that students are supernumerary (R3.7) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 16 September 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of</p>

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, specifically R4.1 – R4.11

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)
MET NOT MET

Unchanged through this modification.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)
MET NOT MET

Unchanged through this modification.

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

Unchanged through this modification.

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

Unchanged through this modification.

- 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. There's documentary evidence of programme mapping and practice learning experiences to meet the FN:SPRN and programme outcomes through the MSc nursing blended learning routes.

The programme team, senior nurses and practice leads tell 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.

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

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

YES NO

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

YES NO

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

YES NO N/A

The programme specification stipulates that there's no fall back award with NMC registration.

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: 16 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes has not been reviewed as the modification does not relate to an apprenticeship route.		
List additional documentation: N/A		
Additional comments: None identified.		

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) mental health nursing x one (year one) BSc (Hons) adult nursing x three (year three) BSc (Hons) learning disabilities nursing x one (year two) PgDip nursing learning disabilities x one (year two)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for this modification.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings: N/A		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC, Frimley Health NHS Foundation Trust, inspection report, 13 March 2019 CQC, Huntercombe Hospital Maidenhead, inspection report, 17 February 2021 CQC, Northwick Park Hospital, inspection report, 25 June 2021 CQC, Surrey and Borders Partnership NHS Foundation Trust, inspection report, 1 May 2020 CQC, The Hillingdon Hospital, inspection report, 4 December 2020 CQC, The Hillingdon Hospitals NHS Foundation Trust, inspection report, 14 July 2018		
If you stated no above, please provide the reason and mitigation: UWL is an established AEI and visits to resources aren't required as part of this modification.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Ronnie Meechan	Date:	24 September 2021
Checked by:	Pamela Page	Date:	29 September 2021
Submitted by:	Amy Young	Date:	2 November 2021

Approved by:	Leeann Greer	Date:	3 November 2021
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