Programme Major Modification report

Section one

Programme provider name:	London South Bank University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Cambridge University NHS Foundation Trust Central London Community Healthcare NHS Trust Chelsea and Westminster Hospital NHS Foundation Trust Lewisham and Greenwich NHS Trust Great Ormond Street Hospital for Children NHS Trust Barking, Havering and Redbridge University Hospitals NHS Trust Kingston Hospital NHS Trust Private, voluntary and independent health care providers
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ⊠ Registered Nurse – Children's ⊠ Registered Nurse - Learning Disabilities ⊠ Registered Nurse - Mental Health ⊠ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* 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 ☐
Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification*	BSc (Hons) adult nursing PG Dip adult nursing MSc adult nursing BSc (Hons) mental health nursing PG Dip mental health nursing MSc mental health nursing

doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)	BSc (Hons) learning disabilities nursing PG Dip learning disabilities nursing MSc learning disabilities nursing BSc (Hons) children's nursing PG Dip children's nursing MSc children's nursing
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	BSc (Hons) Children's Nursing (Apprenticeship) BSc (Hons) Adult Nursing (Apprenticeship) BSc (Hons) Mental Health Nursing (Apprenticeship) BSc (Hons) Learning Disabilities Nursing (Apprenticeship)

Academic levels of current programme:

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ 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 Children's	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 - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/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/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	England, Wales, Northern Ireland	
Dual award - mental health/children's	☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	

Academic levels of modified/additional programme(s)/route(s):

	England, Wales, Northern Ireland	
Registered Nurse – Adult	☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	
	☒ N/A	
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	
	☒ N/A	
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	
	☒ N/A	
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	
	☒ N/A	
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7	
	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11	

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	☐ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

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 ☒ N/A
Dual award - mental health/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	6 December 2021
NDA Children's	6 December 2021
NDA Learning Disabilities	6 December 2021
NDA Mental Health	6 December 2021
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:	7 and 8 June 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: David Hart Mudd

Summary of review and findings
London South Bank University (LSBU) is an established approved education institution (AEI). LSBU school of nursing and midwifery (the school) is seeking approval of a modification to the existing pre-registration nursing programme, which was originally approved 13 September 2019 to be delivered at LSBU campuses at Southwark, south London and Havering, east London. This modification is for four additional routes: registered nursing degree apprenticeship (NDA) in adult, children's, learning disabilities and mental health fields of nursing practice. The routes are to be delivered independently of the direct entry nursing programme, (over 42 months) and include delivery of the NDA and direct entry nursing programme at a new LSBU campus in Croydon, south London. This is in addition to LSBUs established campuses at Southwark, south London and Havering, east London. The NDA routes includes an integrated end point assessment (EPA). The major modification visit is undertaken remotely during the COVID-19 pandemic and includes a virtual visit to LSBU's Croydon campus. We find that the LSBU Croydon campus has comparable facilities to other LSBU campuses, including sufficient teaching and classroom space, to ensure an equitable experience for students on the programme. Timetabling across all LSBU campuses is managed by the programme director. The sequencing of module delivery and assessment is identical across LSBU campuses. Internal moderation, external moderation and assessment boards take place simultaneously across LSBU campuses. Students based at all LSBU campuses can contact module leaders and academic assessors by phone or email for help and advice. The LSBU Croydon campus has well-equipped simulation suites, with on-site technicians, sufficient to support the expected number of students, and there are facilities to stream online activities across all LSBU campuses. All LSBU campuses have staffed library facilities and all module reading lists are available for students based at the Croydon campus. The Croydon campus has a student support and engagement service to provide pastoral support and academic help and advice. There's an effective working relationship between the school, their practice learning partners (PLPs) and employer partners (EPs). The programme team and PLPs/EPs tell us that the proposed delivery at the Croydon campus will widen participation and provide opportunities for locally based students to access the programme.

Nine EPs confirm their support for the NDA routes:
- Cambridge University NHS Foundation Trust
- Central London Community Healthcare NHS Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- Lewisham and Greenwich NHS Trust
- Great Ormond Street Hospital for Children NHS Trust
- Barking, Havering and Redbridge University Hospitals NHS Trust
- Kingston Hospital NHS Trust
- St Christopher Hospice, London
- Crayford surgery

All PLPs/EPs tell us of their compliance with the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018). They tell us of their commitment to ensure the supernumerary status of pre-registration nursing students undertaking all routes in the programme.

LSBU has worked collaboratively with a range of AEIs in the London region to develop and implement the pan London practice assessment document (PLPAD) which incorporates an ongoing achievement record (OAR). The PLPAD and OAR are used for the proposed additional routes.

There's evidence of partnership working between LSBU and stakeholders including service users and carers (SUCs), students and PLPs/EPs. There's documentary evidence that stakeholders have contributed to the design and development of the programme.

LSBU, in partnership with PLPs/EPs, confirm that any issues which arise from Care Quality Commission (CQC) inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits is used to determine the suitability of practice learning environments. Any risk to student practice learning is robustly managed and monitored. Assurance is provided that risk is effectively managed, to ensure student protection in practice learning environments and public protection.

The SFNME, the SSSA and the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) are not met as conditions apply.

The programme is recommended for approval subject to two joint NMC and university conditions and two university conditions. The university made four recommendations.

Update 13 August 2021:
LSBU has provided documentary evidence to meet the four conditions. The conditions are now met.

The SFNME, SSSA and SPNP are now met. 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:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide written and signed commitment statements for all NDA EPs working with LSBU. (SFNME R2.5; SSSA R1.4; SPNP R2.1) (joint NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition two: Revise the programme plan document with explicit details of the distribution of 2,300 hours allocated to academic learning. (SFNME R5.3, R5.7; SPNP R2.9) (joint NMC and university condition) Condition three: Revise the programme guides to highlight areas specific to apprenticeships and explicit signposting to safeguarding issues specific to apprentices. (University condition) Condition four: The programme team must update programme documentation correcting typographical errors and anomalies. (University condition)

Date condition(s) to be met:	16 August 2021
Recommendations to enhance the programme delivery:	Recommendations one: Consider monitoring the academic and practice-based staff resources required as the programme grows. (University recommendation) Recommendation two: Consider a process to monitor increased activities within the Croydon campus as the programmes grows. (University recommendation) Recommendation three: Consider a LSBU organisational level agreement with the Croydon campus and LSBU information computer technology (ICT) service. (University recommendation) Recommendation four: Consider setting up a student apprenticeship forum. (University recommendation)
Focused areas for future monitoring:	The experiences of nursing students based at the LSBU Croydon campus. Commitment to partnership working between LSBU, PLPs and EPs. Programme hours allocated to learning time in academic learning environments.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: Evidence is provided to meet the two joint NMC and university conditions. Written and signed commitment statements for nine NDA EPs working with LSBU are provided. Condition one is now met. A revised programme plan document is provided with explicit details of the distribution of 2,300 hours allocated to academic learning. Condition two is now met.

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An email from the chair of the major modification visit confirms that the university conditions are met. Condition three and condition four are now met.	
AEI Observations	**Observations have been made by the education institution** YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	16 August 2021

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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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

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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:

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

We find effective working relationships between LSBU, PLPs, EPs and SUCs, with evidence of collaborative programme development. The programme team, PLPs/EPs and SUCs tell us of plans for continuing co-production of the programme.

Senior representatives from EPs tell us of the partnership arrangements they have with LSBU, and their shared responsibility for delivery of the programme and student learning in theoretical and practice learning environments. However, we

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found no evidence of written commitment statements to confirm this. (Condition one)

There's a joint approach to recruiting to the programme and management of its delivery involving PLPs/EPs and SUCs. The apprenticeship routes have employer-led recruitment and joint interviews with LSBU. SUCs involvement in the recruitment and selection of students is well established. There's a SUC engagement strategy with an identified LSBU SUC co-ordinator. SUCs are involved in curriculum delivery and student assessment. They take part in face-to-face teaching with students. They tell us of the effective communication with the school and report being well supported.

LSBU works in partnership with PLPs/EPs to develop a formal educational programme for the preparation of academic assessors, practice assessors and practice supervisors to support students in academic and practice learning environments.

The PLPAD facilitates the involvement of SUCs in providing feedback for students. There's documentary evidence that SUCs have been involved in the design and co-production of the programme. SUCs tell us they feel listened to and treated as equal partners in the programme.

Documentary evidence and discussion at the modification visit confirms that there are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for nursing students specified in the SPNP and SSSA.

A LSBU programme director is identified to liaise with LSBU academic staff and co-ordinate the delivery of the programme across LSBU campuses.

There's documentation that details the roles and responsibilities of academic assessors, LSBU practice link lecturers, practice supervisors and practice assessors who support the student practice learning experience. They tell us they understand their roles and responsibilities and tell us they work in partnership to ensure robust and consistent implementation of the SSSA.

There's evidence of the use of consistent and objective criteria for the approval of practice learning environments. Biennial educational audits are carried out in partnership between LSBU, PLPs and EPs using the pan London educational audit tool. The programme team, PLPs and EPs tell us of robust communication with other AEIs in the region to share information on any concerns and issues identified through CQC reporting. Action plans and audit outcomes are monitored and reviewed. Module leaders facilitate student evaluation and feedback on modules in theory and practice.

The process for raising and escalating concerns is contained in student facing documentation and guides for practice assessors and practice supervisors.

Module leaders are available by appointment to discuss any issues or concerns. Student cohort representatives are identified and provide a liaison role between students and academic staff to feedback on the student experience and address any issues or concerns.

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** ☒

Senior representatives of EPs tell us of the partnership agreements they have with LSBU, however we found no evidence of written commitment statements to confirm this.

Condition one: Provide written and signed commitment statements for all NDA EPs working with LSBU. (SFNME R2.5; SSSA R1.4; SPNP R2.1) (Joint NMC and university condition)

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** ☒

Senior representatives of EPs tell us of the partnership agreements they have with LSBU, however we found no evidence of written commitment statements to confirm this.

Condition one: Provide written and signed commitment statements for all NDA EPs working with LSBU. (SFNME R2.5; SSSA R1.4; SPNP R2.1) (Joint NMC and university condition)

Post Event Review

Identify how the condition is met:

Condition one is now met. Written and signed commitment statements for all NDA employer partners working with LSBU are provided.

Evidence:
Commitment statement between Central London Community Healthcare NHS Trust and LSBU, 6 August 2021
Commitment statement between Chelsea and Westminster Hospital NHS Foundation Trust and LSBU, 5 August 2021
Commitment statement between Barking, Havering and Redbridge University Hospitals NHS Trust and LSBU, 11 August 2021

Commitment statement between Great Ormond Street Hospital for Children NHS Trust and LSBU, 9 August 2021

Commitment statement between Crayford surgery and LSBU, 11 August 2021

Commitment statement between Kingston Hospital NHS Trust and LSBU, 11 August 2021

Commitment statement between St Christopher Hospice and LSBU, 12 August 2021

Commitment statement between Cambridge University Hospitals NHS Trust and LSBU, 5 August 2021

Commitment statement between Lewisham and Greenwich Hospitals NHS Foundation Trust and LSBU, 12 August 2021

Email from the chair of the major modification visit, July 2021

Date condition(s) met: 16 August 2021

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing
R1.1.2 demonstrate values in accordance with the Code
R1.1.3 have capability to learn behaviours in accordance with the Code
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
R1.1.5 can demonstrate proficiency in English language
R1.1.6 have capability in literacy to meet programme outcomes
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 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).

- 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 <u>evaluative summary</u> 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. Unchanged since original approval on 13 September 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 (R1.6)

  MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged since original approval on 13 September 2019.

- 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. Unchanged since original approval on 13 September 2019.

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 are no students who will transfer onto the proposed programme.
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. There are no current students who will transfer to the SSSA. The SSSA is applied to the approved programme.
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: 8 June 2021

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A

Standard 2: Curriculum

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

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

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

R2.3 ensure that 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.

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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** ☒

R2.1 is not met. Senior representatives of EPs tell us of the partnership agreements they have with LSBU, however we found no evidence of written commitment statements to confirm this. (Condition one)

Documentary evidence indicates and the programme team tell us the programme comprises 50 percent theory and 50 percent practice learning within 4600 programme hours. However, we found there's a lack of clarity presented in the documentation of the programme hours allocated to learning time in academic learning environments. (Condition two)

- 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 <u>evaluative summary</u> 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** ☐

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R2.4 is met. Module descriptors detail how the programme supports students in theory and practice across the four fields of nursing practice. Generic and field specific modules are taught across all parts of the programme.

The LSBU placement administrator, PLPs and EPs confirm that there's practice learning opportunities for students to experience the four fields of nursing practice. Students tell us that they're supported in theory and practice to experience all four fields of nursing practice. Documentary evidence confirms and the programme team tell us school academic staff, based at all LSBU campuses, have a range of clinical backgrounds in the four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme. Suitably qualified external examiners are identified and moderate work from students across all LSBU campuses.

- 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. Unchanged since original approval on 13 September 2019.

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** ☐

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R2.8 is met. There's evidence of mapping in the programme design ensuring that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the NDA routes. The programme team and students tell us, and documentary evidence confirms that these are applied via module delivery. There's evidence these subjects are applied to field specific content. This content is assessed in practice in the PLPAD.

- 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 not met. Documentary evidence indicates and the programme team tell us the programme comprises 50 percent theory and 50 percent practice learning within 4,600 programme hours. However, we found there's a lack of clarity presented in the documentation of the programme hours allocated to learning time in academic learning environments. (Condition two)

The minimum of 2,300 supernumerary hours practice based learning is recorded in the PLPAD.

There's evidence of teaching and learning strategies used in the programme. The programme uses a blended approach to teaching and learning, using face-to-face and online methods. Teaching, learning and assessment strategies, module content, programme structure are detailed in student facing documentation. All modules in the programmes include appropriate academic level aims, learning outcomes and module content. The programme and module aims are mapped to the SFNME. There's a practice learning allocation model, managed by the LSBU placements department, which ensures students have access to a range of risk-assessed practice learning environments, which take into account the 24-hour nature of delivery of nursing care. EPs and PLPs tell us students undertake a range of working hours in practice learning environments covering 24 hours and including weekends. The students confirm this. NDA students' supernumerary practice learning is outside of the student's normal place of employment. Students tell us they are always supernumerary in practice learning.

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

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

The programme is delivered in England in English only.

- 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.

- 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 leads to registration solely with the NMC.

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

There's a lack of clarity presented in the documentation of the programme hours allocated to academic learning. (Condition two)

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 ☒

Senior representatives of EPs tell us of the partnership agreements they have with LSBU, however we found no evidence of written commitment statements to confirm this.

Condition one: Provide written and signed commitment statements for all NDA EPs working with LSBU. (SFNME R2.5; SSSA R1.4; SPNP R2.1) (Joint NMC and university condition)

There's a lack of clarity presented in the documentation of the programme hours allocated to academic learning.

Condition two: Revise the programme plan document with explicit details of the distribution of 2300 hours allocated to academic learning. (SFNME R5.3, R5.7; SPNP R2.9) (Joint NMC and university condition)

Date: 8 June 2021

Post event review

Identify how the condition(s) is met:

Condition one is now met. Written and signed commitment statements for nine NDA employer partners working with LSBU are provided.

Evidence:
Commitment statement between Central London Community Healthcare NHS Trust and LSBU, 6 August 2021
Commitment statement between Chelsea and Westminster Hospital NHS Foundation Trust and LSBU, 5 August 2021
Commitment statement between Barking, Havering and Redbridge University Hospitals NHS Trust and LSBU, 11 August 2021
Commitment statement between Great Ormond Street Hospital for Children NHS Trust and LSBU, 9 August 2021
Commitment statement between Crayford surgery and LSBU, 11 August 2021
Commitment statement between Kingston Hospital NHS Trust and LSBU, 11 August 2021
Commitment statement between St Christopher Hospice and LSBU, 12 August 2021
Commitment statement between Cambridge University Hospitals NHS Trust and LSBU, 5 August 2021
Commitment statement between Lewisham and Greenwich Hospitals NHS Foundation Trust and LSBU, 12 August 2021
Email from the chair of the major modification visit, July 2021

Condition two is now met. Documents are provided which shows explicit details of the distribution of 2300 hours allocated to academic learning.

Evidence:

Revised LSBU programme plan, July 2021
Revised LSBU programme specification, July 2021
Email from the chair of the major modification visit, July 2021

Date condition(s) met: 16 August 2021

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

Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

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

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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.

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- 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. Unchanged since original approval on 13 September 2019.

- 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. Unchanged since original approval on 13 September 2019.

- 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. Unchanged since original approval on 13 September 2019.

- 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. Unchanged since original approval on 13 September 2019.

- 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. Unchanged since original approval on 13 September 2019/

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: 8 June 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: N/A	MET ☐	NOT MET ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards framework for nursing and midwifery education_ R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards for student supervision and assessment_ R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the _Standards of proficiency for registered nurses_ and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

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

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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. Unchanged since original approval on 13 September 2019.

- 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 a structured plan to implement the SSSA for the programme. Information about the SSSA is explicit in the programme specification and student facing documentation. The roles of the practice link lecturer in providing support for students in practice learning and their practice assessors and practice supervisors are defined. Practice assessors and practice supervisors understand their role and

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role preparation process for supporting students undertaking the proposed routes. NDA students are allocated an independent practice assessor outside of their normal place of work for supernumerary practice learning. LSBU works in partnership with PLPs/EPs to develop a formal education programme for the preparation of practice assessors and practice supervisors to support the implementation of the PLPAD. Practice assessors and practice supervisors are prepared for their roles in supporting the student experience by jointly run workshops from LSBU and PLPs/EPs.

The PLPAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and assessment requirements which map to the SPNP. Practice assessors record their decisions on student assessment, progress and proficiency in the PLPAD. We find academic assessors are prepared for their role by LSBU which supports continued professional development of academic staff. Details of the practice assessor and practice supervisor roles in supporting students in practice are included in student facing documentation. There's evidence of the allocation of different academic assessors in each stage of the programme.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

<div align="right">

YES ☒   **NO** ☐

</div>

Provide an <u>evaluative summary</u> 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.4 is met. Unchanged since original approval on 13 September 2019.

- 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.5 is met. There's documentary evidence of mapping against the SPNP and to meet programme outcomes and practice learning for all fields of nursing practice.

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: 8 June 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** ☒

There is no fall back exit award with registration as a nurse.

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: 8 June 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: N/A	**MET** ☐	**NOT MET** ☐

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: Signed commitment statements confirming placement agreements are not yet available; a condition is identified.		
List additional documentation: LSBU Croydon campus brochure, guide and specification, June 2021 Programme team presentation slides and narrated photographs for virtual visit to LSBU Croydon campus, 7 June 2021 Post modification visit condition evidence: Commitment statement between Central London Community Healthcare NHS Trust and LSBU, 6 August 2021 Commitment statement between Chelsea and Westminster Hospital NHS Foundation Trust and LSBU, 5 August 2021 Commitment statement between Barking, Havering and Redbridge University Hospitals NHS Trust and LSBU, 11 August 2021 Commitment statement between Great Ormond Street Hospital for Children NHS Trust and LSBU, 9 August 2021 Commitment statement between Crayford surgery and LSBU, 11 August 2021 Commitment statement between Kingston Hospital NHS Trust and LSBU, 11 August 2021 Commitment statement between St Christopher Hospice and LSBU, 12 August 2021 Commitment statement between Cambridge University Hospitals NHS Trust and LSBU, 5 August 2021 Commitment statement between Lewisham and Greenwich Hospitals NHS Foundation Trust and LSBU, 12 August 2021 Revised LSBU programme plan, July 2021 Revised LSBU programme specification, July 2021 Email from the chair of the major modification visit, July 2021		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x year one, BSc (Hons) adult nursing based at LSBU Havering campus One x year one, BSc (Hons) learning disabilities nursing based at LSBU Southwark campus One x year one, BSc (Hons) mental health nursing based at LSBU Havering campus Four x year one, PG Dip adult nursing based at LSBU Southwark campus One x year one, PG Dip learning disabilities nursing based at LSBU Southwark campus One x year one, PG Dip mental health nursing based at LSBU Southwark campus Four x year two, BSc (Hons) learning disabilities nursing based at LSBU Southwark campus One x year two, PG Dip adult nursing based at LSBU Southwark campus One x year two, PG Dip learning disabilities nursing based at LSBU Southwark campus Three x year three, BSc (Hons) adult nursing based at LSBU Southwark campus One x year three, BSc (Hons) children's nursing based at LSBU Southwark campus		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
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)	☒	☐
Library facilities	☒	☐
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		

NMC Nursing & Midwifery Council

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

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System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list: CQC report Brighton and Sussex University Hospitals NHS Trust, 8 January 2019 CQC report Kent and Medway NHS and Social Care Partnership Trust, 3 March 2021 CQC report North East London NHS Foundation Trust, 9 January 2020 CQC report St George's University Hospitals NHS Foundation Trust, 18 December 2019 CQC report South West London and St George's Mental Health NHS Trust, 20 December 2019

If you stated no above, please provide the reason and mitigation: Visiting practice learning environments were not needed as part of this visit.

Additional comments: Practice visits not required for this major modification visit. A virtual visit to LSBU's Croydon campus is made. We found that the LSBU Croydon campus has comparable facilities to other LSBU campuses, including sufficient teaching and classroom space, to ensure an equitable experience for students on the programme. Timetabling across all LSBU campuses is managed by the programme director. The sequencing of module delivery and assessment is identical across LSBU campuses. Internal moderation, external moderation and assessment boards take place simultaneously across LSBU campuses. The LSBU Croydon campus has well-equipped simulation suites, with on-site technicians, sufficient to support the expected number of students, and there are facilities to stream online activities across all LSBU campuses. All LSBU campuses have staffed library facilities and all module reading lists are available for students based at the Croydon campus. The Croydon campus has a student support and engagement service to provide pastoral support and academic help and advice.

error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author(s):	David Hart Mudd	Date:	16 June 2021
Checked by:	Pamela Page	Date:	13 August 2021
Submitted by:	Aman Dhanda	Date:	31 August 2021
Approved by:	Leeann Greer	Date:	31 August 2021