

## Programme Major Modification report

### Section one

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

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|  | <p>BNursing (Hons) Learning Disabilities Nurse Degree Apprenticeship</p> <p>BNursing (Hons) Children</p> <p>MSci Nursing Adult/Mental Health</p> <p>MSci Nursing Learning Disabilities/Mental Health</p> <p>MSci Children/Mental Health</p>  |
| <p><b>Modified AEI programme title(s) if applicable:</b><br/><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><b>Additional AEI programme title(s) if applicable:</b><br/><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> | MSc Nursing (Adult) On Campus  |
| <p><b>Academic levels of current programme:</b></p>  |  |
| Registered Nurse – Adult   | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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> |

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| Registered Nurse - Learning Disabilities | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - Mental Health         | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 Learning Disabilities                | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 Mental Health                        | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>  |

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

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|  | <p>SCQF<br/> <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>   |
| <b>Academic levels of modified/additional programme(s)/route(s):</b> |  |
| Registered Nurse – Adult   | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - Mental Health                                     | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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> |

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| NDA Children's                           | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 Learning Disabilities                | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 Mental Health                        | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - adult/mental health         | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - adult/children's            | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - adult/learning disabilities | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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> |

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| Dual award - mental health/learning disabilities  | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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 - mental health/children's   | <p>England, Wales, Northern Ireland<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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<br/> <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF<br/> <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> |
| <b>Programme approval dates:</b>  |  |
| <b>Date of NMC approval of the programme being modified:</b><br><i>This is the approval date under the most recent NMC standards.</i> | 2 September 2019   |
| <b>Date(s) of NMC approval of any modifications since last approval:</b>  | 11 November 2021   |
| <b>Programme start dates:</b>   |  |
| <b>Current modification programme start date:</b>   |  |
| RN – Adult  | 11 September 2023  |
| RN – Children's   | N/A  |
| RN - Learning Disabilities  | N/A  |

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| RN - Mental Health                               | N/A                                     |
| NDA Adult  | N/A                                     |
| NDA Children's                                   | N/A                                     |
| NDA Learning Disabilities                        | N/A                                     |
| NDA Mental Health                                | N/A                                     |
| Dual award - Adult/Mental Health                 | N/A                                     |
| Dual award - Adult/Children's                    | N/A                                     |
| Dual award - Adult/Learning Disabilities         | N/A                                     |
| Dual award – Mental Health/Learning Disabilities | N/A                                     |
| Dual award – Mental Health/Children's            | N/A                                     |
| Dual award – Learning Disabilities/Children's    | N/A                                     |
| <b>Date of modification:</b>                     | 29 March 2023                           |
| <b>Type of modification:</b>                     | Visit                                   |
| <b>QA visitor(s):</b>                            | Registrant Visitor: Elizabeth Ann Mason |

## **Section two**

### **Summary of review and findings**

The University of West London (UWL), an approved education institution (AEI), is currently delivering a pre-registration nursing programme with several direct entry routes. The original pre-registration nursing programme was approved by the Nursing and Midwifery Council (NMC) on 2 September 2019. The routes within the approved programme include, a full-time three-year bachelor of nursing (honours) (BNursing) (Hons) nursing (adult, mental health, children and learning disabilities), a two-year full-time postgraduate diploma (adult, mental health and learning disabilities), a full-time four-year dual award integrated masters in nursing (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).

UWL was approved to deliver a full-time pre-registration MSc blended learning nursing route for adult and learning disabilities field on 11 November 2021.

This proposal is to modify the approved master of science (MSc) nursing (blended) route to deliver an in-person delivery route at the UWL campus in West London. UWL present programme documentation for a major modification of the existing programme to include a full-time, two-year, pre-registration nursing MSc nursing (adult) on campus route. The new route is to be delivered in-person for theory with set placement hours and placement blocks that are fixed.

The proposed start date for the new route is 25 September 2023.

This major modification is undertaken by remote means.

Documentary evidence and the discussion with the programme team and representatives of the practice placement partners (PLPs) indicates the development of the new MSc nursing (adult) is in response to significant interest in pre-registration nursing at master's level and the need to provide an in-person option for those who prefer not to undertake education wholly through online learning. PLPs tell us the international students will contribute to future work force planning. UWL plan to recruit 32 students which will include United Kingdom (UK) home and international students.

Documentary evidence and the visit confirm that the MSc on campus route is supported by the three PLPs who will provide practice learning placements for the students studying through this proposed route. The three NHS trusts are London North West University Healthcare NHS Trust, Ashford and St Peter's Hospital NHS Foundation Trust and Central and North West London NHS Foundation Trust. This

route is to be delivered in-person at the UWL Brentford campus only. The evidence presented by UWL demonstrates the practice partner Berkshire NHS Trust is not able to provide placements for additional students studying at the Berkshire campus at this time. A practice placement agreement is in place and has not required amendment and this confirms the agreed number of students who participate in practice placement learning. UWL has processes in place for agreed common objectives for where practice learning environments are shared between UWL and other AEs.

Programme documentation confirms evidence of effective partnership working between UWL and PLPs. There's assurance that all governance arrangements are in place to ensure the quality and safety of practice learning. Documentary evidence confirms that UWL have clear processes for responding to system regulator concerns and all internal and external quality concerns.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) are mapped against the original programme approved in September 2019. Programme documentation confirms that the programme content and assessment strategy are the same as the previously approved MSc nursing (adult or learning disabilities) blended learning route approved in November 2021 with adaptations to provide in-person summative assessments; these include oral and practical assessments in years one and two.

The MSc nursing (adult) on campus route provides an opportunity for those who wish to attend campus for the delivery of taught theory. Additionally, this route responds to the challenges experienced in the adult nursing workforce and will enable recruitment from a new pool of home students providing graduate employment and an opportunity for international students to study a pre-registration nursing programme, as the delivery method adheres to UK Visa and Immigration (UKVI) requirements. This new route is for adult nursing only and UWL are expecting 32 students to commence on the MSc nursing (adult) on campus route in September 2023 with places provided for 10 home UK students and 22 international students. These numbers are in addition to the current pre-registration numbers, and documentary evidence confirms there are processes in place to ensure sufficient resources to deliver the programme.

Programme documentation confirms that students on the MSc nursing (adult) on campus route have access to the same theory and practice learning support as students on all approved routes and fields. UWL tell us international students would study a mandatory non-credit bearing module prior to the start of the course which focuses on nursing in the UK context that will provide learning about the NMC and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates and cultural competence (NMC, 2018). The module is also available to home students. We're told there were discussions

amongst the development group as to whether a new module should be created. The development team decided with the PLPs that the Health Education England (HEE) e-learning for health module on cultural competence would meet these requirements.

The programme aims to prepare graduates for entry to the NMC register as a registered adult nurse. The programme content and module outcomes are the same as those for the MSc nursing (adult or learning disabilities) blended learning pre-registration route approved by the NMC in September 2021. The modification presented is to change the mode of delivery to campus based and in-person teaching. Attendance for this route is set out in the UWL attendance policy for students on professional courses and additional information for UKVI is presented in the programme documents.

The programme handbook and assessment strategy present evidence of a range of formative and summative assessments that require in-person attendance and include oral presentations and practical assessments in years one and two. Programme handbooks, module handbooks and learning resources have been reviewed and UWL have a strategic plan to reduce differential attainment, and the programme team tell us the gap in attainment has reduced for pre-registration adult nursing. The programme team tell us teaching and learning materials reflect the diverse background, culture and ethnicity of the student body. Reference material to support learning and teaching in the classroom reflects inclusivity across race, gender, culture and sexuality. The documents presented as evidence in gateway three did not provide the evidence to support these changes.

The programme documents confirm the adult field MSc students will also gain experience of the four fields of nursing through interprofessional learning within mixed group learning sessions and through simulation-based learning which includes experiences of birth, neonatal care and other activities related to the four fields of practice. Programme documents and the visit confirm academics from the learning disabilities, mental health and child fields were part of the original development group and will contribute to module delivery and module leadership to ensure knowledge of all fields of nursing are included and applied to practice.

The programme handbook confirms that practice learning comprises 50 percent of the programme and is integrated across the two years; students are provided with 80 hours of simulated practice learning in each of the two years. In year one there's 920 hours of practice learning and year two 880. Students are provided with a one-week NHS trust induction in year one prior to starting their first placement. Additional practice and learning preparation is provided before other practice learning placements and attendance is mandatory. The placement preparation hours are included in the 2,300 hours completed for practice placement learning. With the 500 hours of healthcare experience evidenced through recognition of prior learning (RPL), students will undertake a minimum of 2,300 hours practice learning. Absences from practice learning are made up with

students achieving placement hours during reading weeks. This route does not include flexibility for practice placement learning provided by the MSc blended route and students must undertake set placement hours and placement blocks that are fixed within the cohort planner, with students completing an average of 40 hours per week. Practice learning hours are recorded on the UWL online time management system. Placement areas will be informed when an international student is to be placed to enable the placement provider to advise students of additional support offered by the trust for overseas nurses and students. International students will be monitored by a dedicated postholder within the college of nursing, midwifery and healthcare (CNMH) and with the MSc nursing (adult) on campus course lead. The dedicated postholder will report on attendance data for theory and practice weekly to the UWL UKVI compliance team.

Students will undertake practice placement learning at level four and level five in year one and level six in year two. Practice learning does not contribute to the award classification; practice learning achieves 10 credits for each of the two practice learning modules and these must be passed for both academic years. The MSc nursing (adult) on campus route will adopt the approved pan-London practice assessment document (PLPAD). Students will be provided with a range of placements including spoke placements planned throughout the programme to enable experiences and learning for the four fields of nursing.

The SFNME is not met at programme level.

The SSSA is met at programme level.

The programme modification is recommended for approval subject to one NMC condition. One NMC recommendation is made.

Updated 18 April 2023:

UWL has provided evidence which demonstrates the condition is now met.

The programme modification is now recommended for approval by the NMC.

### 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

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| <p><b>Conditions:</b></p>  | <p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R2.1; Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) R2.1)</p> |
| <p><b>Date condition(s) to be met:</b></p>                       | <p>18 April 2023</p>  |
| <p><b>Recommendations to enhance the programme delivery:</b></p> | <p>Recommendation one: To consider how the safeMedicate examination is moderated to ensure it is covering the right content at the right level and to monitor and evaluate the process of student self-declaration. (University recommendation)</p>   |
| <p><b>Focused areas for future monitoring:</b></p>               | <p>Practice assessor and practice supervisor training to support international students in practice.</p>  |

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| <p align="center"><b>Programme is recommended for approval subject to specific conditions being met</b></p>   |
| <p><b>Commentary post review of evidence against conditions:</b></p> <p>Evidence has been provided to confirm that student population and diversity data is collated and analysed. The evidence provided demonstrates there are currently no attainment gaps within the student population. The evidence presented demonstrates there's an infrastructure within the CNMH and wider university to</p> |

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| monitor achievement, progression and awarding gaps which is frequently reviewed, and actions taken when necessary. The recruitment, teaching and learning and assessment strategies are all designed to ensure a socially and culturally inclusive experience for students. Condition one is met. |  |
| <b>AEI Observations</b>   | <b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>                              |
| <b>Summary of observations made, if applicable</b>  |  |
| <b>Final recommendation made to NMC:</b>  | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/><br>Recommended to refuse approval of the programme <input type="checkbox"/> |
| <b>Date condition(s) met:</b>   | 18 April 2023  |

### Section three

| NMC Programme standards   |
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| Please refer to NMC standards reference points:<br><a href="#">Standards for pre-registration nursing programmes (NMC, 2018)</a><br><a href="#">Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</a><br><a href="#">Standards framework for nursing and midwifery education (NMC, 2018)</a><br><a href="#">Standards for student supervision and assessment (NMC, 2018)</a><br><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</a><br><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</a><br><a href="#">QA Handbook (NMC, 2022)</a> |

| Partnerships   |
|--|
| The AEI works in partnership with their practice learning partners, service users, students, and all other stakeholders. |
| <b>Please refer to the following NMC standards reference points for this section:</b>                                    |
| <a href="#">Standards framework for nursing and midwifery education (NMC, 2018)</a>                                      |

**Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

- R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
- R2.4 comply with NMC [\*Standards for student supervision and assessment\*](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

**Standard 1: Organisation of practice learning:**

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**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.**

Programme documentation and evidence from the major modification visit confirms effective partnership working between the university and all stakeholders. These include PLPs, people who use services and carers (PUSC) and students. The modification has been undertaken with the collaboration of the PLPs and UWL present evidence of stakeholder engagement; we're told representatives from the PLPs attended all development group meetings. The development of the on campus route stems from the intention of UWL to contribute to meeting current and future workforce demands and government targets for increasing the nursing workforce. The MSc nursing (adult) on campus route will have an intake of 32 adult nursing students. The international students completing the programme will have eligibility to register with the NMC as an adult nurse and with the changes to UKVI legislation will be able to work in the UK for two years following graduation.

The practice supervisor and practice assessor roles have been developed in conjunction with PLPs and have been signed by a university representative and representatives of those PLPs. The evidence presented by UWL demonstrates the PLPs are committed to the provision of safe and supportive learning environments for pre-registration nursing students and have established additional support for international nursing students. The PLPs were able to tell us how the international students will be supported in practice and how they will be encouraged to participate in the additional support and activities for the overseas nursing workforce. The practice education team tell us information about the new route and inclusion of international students has been integrated into the training to support the SSSA.

The annual self-report submitted on 24 January 2022 demonstrates that UWL works in partnership with PLPs to address issues raised by the Care Quality Commission (CQC) and there's documentary evidence of effective actions taken in response to issues raised. The annual self-report also indicates UWL works in partnership to ensure the quality of the student experience in practice placement learning.

The programme documentation, the public carer and involvement strategy and the modification visit confirm evidence of effective partnership working between the school and key stakeholders, PUSC, PLPs and students. The PUSC tell us they're involved in the development of the proposed route and were sent documents to review and were able to provide feedback. The PUSC tell us they feel valued and listened to when they participate in UWL meetings and activities. PUSC tell us they are actively and regularly involved in teaching activities, including simulated learning which includes patient stories and responding to scenarios; PUSC also participate in recruitment interviews. PUSC tell us they have undertaken equality and diversity training. The students tell us how they valued the PUSC involvement

in teaching activities. Current students participated in the development of the in-person route and provided feedback on their learning on the MSc blended route.

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
- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES  NO

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

(R1.3)

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. RPL is a required component for the approved 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 documentary evidence demonstrates that UWL have revised the approved RPL process for international applicants and the on campus route. The revised RPL document provides assurance that applicants can demonstrate evidence they meet the 500 hours of theoretical learning and 500 hours of practice learning through the production of a portfolio. International students for whom English isn't their first language must demonstrate the achievement of a minimum score of 7.0 in speaking, reading and listening and 6.5 in writing through the international English language testing system. Alternatively, an international applicant can present evidence of the English occupational test at a minimum of grade C+ for writing and the minimum of B in reading, listening and speaking.

- 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.

- 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 and 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 and safeMedicate, an online numeracy assessment tool which uses medicine administration to test numeracy. Numeracy is assessed throughout the MSc nursing (adult) on campus route with students having to demonstrate 100 percent pass at the end of year one and two and pass a medicines management assessment in each part of the programme; the assessment of numeracy is completed using safeMedicate. The programme team tell us medication administration is included in the simulation activities and this includes medication calculation and administration. UWL's student portal is Blackboard and students can access support with numeracy, information technology and study skills. UWL tell us international students will have access to a range of study and pastoral support from those with experience of supporting students from diverse backgrounds.

**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.**

UWL confirm current students won't be transferred to the programme under review.

**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.**

The SSSA is embedded in all pre-registration nursing programmes.

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:** 29 March 2023

**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

R2.1 is not met. Evidence to demonstrate the activities and data related to equality, diversity and inclusivity and the actions taken to reduce any attainment gaps weren't provided by UWL. (Condition one)

- 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 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 (R2.3)

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 for all four fields of nursing practice. The MSc nursing (adult) on campus route does not offer a children's or mental health route, however, the documentary evidence clearly identifies how the design and delivery of this route will support students in both theory and practice to experience across all four fields of nursing practice. The documentary evidence identifies that the MSc nursing (adult) on campus route is designed to facilitate students' exposure in theory and practice learning to their chosen field of practice. The programme handbooks and programme overview identify where cross field teaching, learning and assessment takes place, including simulation. The MSc nursing (adult) on campus programme handbook outlines the design and delivery methods which include a variety of in person teaching methods.

- 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 (adult) on campus route addresses 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 adult nursing. Students tell us they're provided with simulation activities that include the four fields, and that during practice placement learning

the practice supervisor supports the student in arranging spoke placements and experiences to achieve the outcomes in the PLPAD.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (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. Unchanged through this modification.

- 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. Unchanged through this modification.

**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

This programme is delivered in England 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 modification 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 modification is for one field of nursing.

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

YES  NO

Evidence hasn't been provided that demonstrates the activities and data to support equality, diversity and inclusivity and the actions taken to reduce any attainment gaps. (Condition one)

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

The programme team tell us that they have decolonised the curriculum and revised module reading lists to promote inclusivity and to reduce attainment gaps. UWL has also changed the environment and catering services to provide a culturally diverse environment. It's not clear in the documentary evidence provided that this has taken place and how UWL are collecting diversity data and addressing attainment gaps.

Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R2.1; SPNP R2.1)

**Date:** 29 March 2023

**Post event review**

**Identify how the condition(s) is met:**

Condition one: Evidence has been provided to confirm student population and diversity data. The evidence provided demonstrates there are currently no attainment gaps within the student population. The evidence presented demonstrates there's an infrastructure within the college and wider university to monitor achievement, progression and awarding gaps which is frequently reviewed, and actions taken when necessary. The recruitment, teaching and learning and assessment strategies are all designed to ensure a socially and culturally inclusive experience for students.

Condition one is met.

Evidence:

Condition response R2.1 equality, diversity and inclusion final, undated

**Date condition(s) met:** 18 April 2023

**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 Annex 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. Unchanged through this modification.

- 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 through this modification.

- 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 through this modification.

- 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 through this modification.

- 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 through this modification.

**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:** 29 March 2023

| Post event review                       |   |
|---|---|
| Identify how the condition(s) is met:   | NA  |
| Date condition(s) met:                  | NA  |
| Revised outcome after condition(s) met: | MET <input type="checkbox"/> NOT MET <input type="checkbox"/> |
| NA                                      |   |

| Standard 4: Supervision and assessment   |
|--|
| <p><b>Approved education institutions, together with practice learning partners, must:</b></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 nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p> <p>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</p> <p>R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse</p> <p>R4.9 ensure that there is equal weighting in the assessment of theory and practice</p> <p>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 <i>Standards of proficiency for registered nurses</i>, and</p> <p>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)</p> |

*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

R4.1 is 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

R4.2 is 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

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

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

MET  NOT MET

R4.4 is met. 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. Unchanged through this modification.

**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: 29 March 2023

### 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 <input checked="" type="checkbox"/>   | NO <input type="checkbox"/>  |
| <ul style="list-style-type: none"> <li>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. (R5.2)</li> </ul> |  |
| YES <input checked="" type="checkbox"/>   | NO <input type="checkbox"/>  |
| <p><b>Fall Back Award</b><br/>If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award</p>  |  |
| YES <input type="checkbox"/>  | NO <input type="checkbox"/>  |
| N/A <input checked="" type="checkbox"/>   |  |
| The programme specification document confirms that there's no fall back award to allow for registration with the NMC.   |  |
| Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met   |  |
| YES <input checked="" type="checkbox"/>   | NO <input type="checkbox"/>  |
| <b>Outcome</b>  |  |
| Is the standard met?  | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |
| Date: 29 March 2023   |  |
| <b>Post event review</b>  |  |
| 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   |  |

**Section four**

**Sources of evidence**

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

| <b>Key documentation</b>  | <b>YES</b>                          | <b>NO</b>                           |
|---|-------------------------------------|-------------------------------------|
| 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 type="checkbox"/>            | <input checked="" 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 type="checkbox"/>            | <input checked="" 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 type="checkbox"/>            | <input checked="" 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) apply to the programme(s) (Gateway 2)</i>                | <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:<br><br>The modification is for the MSc direct entry adult route only.<br>The ongoing record of achievement, programme specifications and practice assessment documents have been approved and are not changed through this modification. |                          |                                     |
| List additional documentation:<br><br>None identified.   |                          |                                     |
| Additional comments:<br><br>None identified.   |                          |                                     |

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

|  | <b>YES</b>                          | <b>NO</b>                           |
|--|-------------------------------------|-------------------------------------|
| 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:<br>Third year BNursing adult – two students<br>Third year postgraduate diploma adult nursing – one student<br>First year MSc nursing (adult or learning disabilities) blended learning – one student |                                     |                                     |
| People who use services and carers   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| If you stated no above, please provide the reason and mitigation:<br><br>The modification visit did not include an apprenticeship route.   |                                     |                                     |
| Additional comments:<br><br>None identified.   |                                     |                                     |

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

|  | <b>YES</b>                          | <b>NO</b>                           |
|--|-------------------------------------|-------------------------------------|
| 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:   |                                     |                                     |
| System regulator reports reviewed for practice learning partners   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| If yes, system regulator reports list:<br><br>CQC, Hampshire Hospitals NHS Foundation Trust, 7 April 2020<br>CQC, Oxford University Hospitals NHS Foundation Trust John Radcliffe Hospital, 2 September 2021<br>CQC, London North West University Healthcare NHS Trust, 20 May 2022<br>CQC, Active Young People Limited Taplow Manor, 25 August 2022 |                                     |                                     |
| If you stated no above, please provide the reason and mitigation:<br><br>The visit was a remote major modification.  |                                     |                                     |
| Additional comments:<br><br>None identified.   |                                     |                                     |

**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

|             |                 |       |               |
|-------------|-----------------|-------|---------------|
| Author(s):  | Elizabeth Mason | Date: | 5 April 2023  |
| Checked by: | Pamela Page     | Date: | 18 April 2023 |

|               |                  |       |             |
|---------------|------------------|-------|-------------|
| Submitted by: | Amy Young        | Date: | 16 May 2023 |
| Approved by:  | Natasha Thompson | Date: | 17 May 2023 |