



# **Nursing and Midwifery Council Quality Assurance Review**

## **Major Modification Report for:**

**Pre-registration nurse qualification leading to:**

**Pre-registration nursing - Mental Health**

**London Metropolitan University**

**May 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	London Metropolitan University 166-220 Holloway Road London N7 8DB				
<b>AEI/EI Institution Identifier [UKPRN]</b>	10004048				
<b>Name and location of new programme delivery partner(s) if not the AEI noted above</b>	Not applicable				
<b>Name of new employer partners for apprenticeships</b>	Not applicable: this is not an apprenticeship route				
<b>Approval type</b>	Major modification				
Name of programme					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Mental Health	BSc (Hons) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Mental Health	BSc (Ord) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Proposed programme start date</b>	7 September 2025				
<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes  Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				
<b>Date of visit</b>	21- 22 May 2025				
<b>Visitor team</b>	Registrant Visitors: Dr Nichola Lambert, Mr Jordan Hodge  Lay Visitor: Ms Francine Norris				

## Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

For programme approvals all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

Following a review, a draft report is shared with the AEI/EI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the London Metropolitan University approval panel took place on 22 May 2025. On 21 May 2025 the visitor team undertook two practice learning visits to new mental health practice learning partners.

### Context for the review

This major modification proposal was driven by the desire of London Metropolitan University (LMU) to expand its nursing portfolio through adding the mental health field to its existing pre-registration nursing provision. This review was therefore conducted to approve the modification of the BSc (Hons) Nursing (Adult) programme. The impact is mainly focused on Section 2: Curriculum of these Part 3 Standards. The modification is predicated on the new BSc (Hons) Nursing (Mental Health) sharing generic programme components and modules with the current BSc (Hons) Nursing (Adult), with mental health nursing modules replacing those which are explicitly for an adult nursing population. LMU will implement changes to the current assessment structure for all modules that will be shared. This will follow the revised LMU assessment tariff. Practice learning remains largely unchanged. The only difference will be the type of practice learning experience. LMU is seeking further partnerships in the appropriate field practice with the North London Mental Health Foundation Trust, local care home providers with elderly mental infirmity specialisms, as well as social care providers and plans to involve a range of NHS, independent, public, voluntary and private care providers as practice placement partners, complementing existing providers. The ratio of theory to practice remains unchanged and LMU intends to continue to offer 450 hours of simulated practice learning (SPL) within the programmes.

The visitor team met with a range of senior staff, practice assessors (PAs) and practice supervisors (PSs) from the practice learning partners (PLPs), current students, and

representatives from people who use services and carers (PSCs) involved in programme development and delivery.

Stakeholder groups were involved in the co-production of course design through stakeholder development sessions and commented on the acceptability and feasibility of the curricular approach. For example, students and people with lived experience from the BeSpoke Team (PSCs) jointly identified key areas of curriculum development. In addition, stakeholder workshops scoped the characteristics and skills required of the contemporary mental health nurse and identified how this role differs from adult nursing. PSCs will also be involved in student recruitment interviews, alongside academic staff members and PLP representatives, and will be providing feedback on generic interview pro formas and processes, student presentation, and the annual review of interview schedules and processes. In addition, PSCs are members of the Simulated Practice Learning Oversight Group (SPLOG) and the Nursing Practice Advisory Group (NPAG) and provide advice on teaching content through NPAG. PSCs will also contribute to programme delivery and assessment of theory modules and SPL.

The **final recommendation** made by the visitor team to the NMC, following consideration of LMU's response to any conditions required by the approval panel is as follows:

**Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.**

The findings of the visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

## Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of LMU's response to any conditions was as follows:

**Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.**

### Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	Submit a robust plan for the allocation of practice learning experiences for the entire year one of the programme. This should include a list of allocated PSs and PAs and a pro forma of student learning activities that can be achieved in each area.	3.1	Joint	
C2	Ensure that fitness to practise is clearly referenced in all the course documentation.			AEI
C3	Review assessments to ensure that the tariffs align with the University Assessment Policy, particularly in relation to weighting, but also to instances where learning outcomes are assessed more than once. Additionally, to review the project module specification (NR6P00) to ensure assessment load aligns with other assessments and check all module specification Talis links.			AEI
C4	Create two separate course specifications for Adult Nursing and Mental Health Nursing to support set up and marketing of the provision.			AEI
Date for all conditions to be met to meet intended delivery date		4 July 2025		

Joint conditions relate to both NMC standards and LMU's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

### Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Clarify and badge all PSC involvement as such so that students are aided in understanding their learning experience.	2.1	NMC	

R2	Review the practice learning provision within six months.	3.1	NMC	
R3	Consider increasing SPL hours and using them for meeting ePAD skills and ensure SSSA is adhered to in doing so.	3.1	NMC	
R4	Consider using more high-volume hours of simulation (including the 360 room and ward space) and how it might be more equitable for students.			AEI
R5	Make use of the improved employability and career services, particularly given the current challenges around careers in the London context.			AEI

Recommendations are to be addressed and reported in the annual self-assessment report.

## Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Good practice details	Specific standard(s)	NMC only/Joint
GP1	The group interview process which had a positive impact on how the way learning cohorts formed and support was provided.	1.1	NMC

## Response to conditions

The visitor team reviewed in full the response(s) and evidence from LMU to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded below.

### Response to NMC and Joint NMC/AEI conditions

Response to conditions		
No.	Condition details	Findings
C1	Submit a robust plan for the allocation of practice learning experiences for the entire year one of the programme. This should include a list of allocated PSs and PAs and a pro forma of student learning activities that can be achieved in each area.	The visitor team considered the placement capacity and learning opportunities plan submitted. The visitor team found that LMU can supply the correct number of placements for the projected intake. The plan includes the allocation of practice learning experiences in year one together with a list of allocated PAs and PSs and it is notable that LMU has been creative in the range of placement providers they have engaged with. The visitor team also saw the placement agreements and letters of support from the year one PLPs. However, the visitor team deemed the plan to be not sufficiently robust and considered that for Condition C1, LMU has not fully addressed the requirements of the condition. The visitor team therefore requested additional information such as a placement allocation map showing the number of students LMU aims to recruit and pass through the programme, evidence of how placements will facilitate student mental health nurses

		<p>to experience the full range of skills they need to sign off their e-PAD and how LMU will ensure field-specific PAs. This information was provided on 31 July 2025.</p> <p>The visitor team noted that some progress has been made with securing year two mental health placements and was assured that no further cohorts would be recruited if mental health trusts are not onboard. The visitor team also saw the mapping of competencies to placements. Based on the additional information provided, the confirmed student numbers for the first intake and a review of placement capacity before any further intake, the visitor team considers that for Condition C1, LMU has fully addressed the requirements of the condition and therefore Condition C1 is met.</p>
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The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the team being able to confirm that all required NMC standards are met.

### Response to AEI/EI only conditions

The response to LMU's conditions that are not directly related to individual NMC standards is reported in the table below.

Response to AEI only conditions		
No.	Condition details	Findings
C2	Ensure that fitness to practise is clearly referenced in all the course documentation.	<p>The Chair of the conjoint panel confirmed by email (dated 6 July 2025) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>The visitor team considers that for Condition C2, LMU has fully addressed the requirements of the condition and therefore Condition C2 is met.</p>
C3	Review assessments to ensure that the tariffs align with the University Assessment Policy, particularly in relation to weighting, but also to instances where learning outcomes are assessed more than once. Additionally, to review the project module specification (NR6P00) to ensure assessment load aligns with other assessments and check all module specification Talis links.	<p>The Chair of the conjoint panel confirmed by email (dated 6 July 2025) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>The team considers that for Condition C3, LMU has fully addressed the requirements of the condition and therefore Condition C3 is met.</p>
C4	Create two separate course specifications for Adult Nursing and Mental	The Chair of the conjoint panel confirmed by email (dated 6 July 2025) that all internal conditions, as noted in the minutes of the visit, have been met.

	Health Nursing to support set up and marketing of the provision.	The team considers that for Condition C4, LMU has fully addressed the requirements of the condition and therefore Condition C4 is met.
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The **final recommendation** made by the visitor team to the NMC, following consideration of the LMU response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.



## Explanation of findings for Part 3

### 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<p>Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<p>Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<p>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% of the programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	<p>For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recognition of prior learning metrics

For non-registered nurse applicants, the programme permits recognition of prior learning up to a maximum of 50%. For registered nurses, recognition of prior learning of up to 66% is permitted.

## Findings

1. The visitor team considered a range of evidence for this standard including the course and module specifications, admissions, recognition of prior learning (RPL) and other ancillary policies and guidance. The visitor team also met with a range of stakeholders including senior and programme staff, and students.
2. In considering Standard 1.1, the visitor team examined the recruitment guidance and was able to confirm that LMU adequately assures itself that applicants meet the entry criteria which are clearly set out in the BSc (Hons) Nursing (Mental Health) course specification. These include baseline academic requirements as well as a successful enhanced level disclosure and barring service (DBS) check for the assessment of good character. Where criminal charges and convictions are revealed, LMU convenes a Fitness to Practise Panel in accordance with its Fitness to Practise Policy which includes representation from PLPs to assess the risks of accepting a candidate in relation to the safeguarding of vulnerable people. A mandatory assessment for fitness to practise through an occupational health screening interview ensures applicants have the fitness capabilities to undertake a nursing role and have received the correct immunisations in preparation for this. The evidence demonstrates a thorough selection process as it assesses applicants in a range of ways through benchmarking academic achievement, compliance with legal and health requirements, attitudes and values and the ability to operate and communicate in a group setting. Group interviews accommodate both adult and mental health nursing applicants and are usually chaired by a senior lecturer in nursing (adult or mental health) in conjunction with PLP representatives and PSCs. Candidates are scored independently. To confirm if students demonstrate values in accordance with the Code and have the ability to learn these behaviours, LMU uses a standardised interview pro forma and questions that aim to explore the motivations behind the application. Interviews are conducted face to face or online and allow candidates to demonstrate communication skills and behaviours, and suitability for entry to the course. As part of this process, students explore the concepts of care and compassion and are required to undertake an active listening task where they find out about another candidate's motivation for taking the course. This process enables them to demonstrate their proficiency in English and their compassion for others. Students spoke highly of the learning experience from group interviews and emphasised the positive impact they have had on the way learning cohorts formed and support was offered. They appreciated that interviews were face to face and described the process as well organised. They found the group interview less stressful with the opportunity to answer questions as a team rather than individually. International students highlighted the visibility of nurses in the process and were positive about the way leadership skills were being tested, and that the interview

process actively engaged with students. The visitor team identified the group interviews as **good practice (GP1)**.

3. In further considering Standard 1.1, the visitor team established that in order to ensure that students have capability to develop the numeracy and literacy skills required to meet programme outcomes, GCSE Level 4 in English and Maths is an entry requirement to the programme. To confirm applicants' proficiency in English and their capability in literacy previously, selection included a 500-word interview written test on the subject of compassion. This has now been dropped from the process as it was considered to cause unnecessary barrier to entry. Instead, applicants are now assessed in relation to understanding of this topic through the interview. At the visit, the visitor team heard how the combination of the strict adherence to the entry requirements for English language (which are GCSE Grade 4 and in the case of non-native speakers IELTS 6.5), the personal statement which is interrogated at interview to minimise risk of artificial intelligence usage and the group interview discussions enable the admissions team to reliably assess literacy skills. To confirm applicants have capability for digital and technological literacy to meet programme outcomes, invitations to interview are sent digitally and require booking online which enables applicants to demonstrate technological competence in practice.
4. In considering Standard 1.2, the visitor team confirmed that the thorough health and character checks discussed in Standard 1.1 are sufficient to enable safe and effective practice on entering and throughout the programme. This is because DBS checks are reviewed annually, and occupational health screening is delivered through service-level agreements with local NHS providers which set out the commitment to pre-employment health checks and detail the coverage of these checks. In reality, very few students are identified as having fitness to study issues at the application stage, aside from known learning differences or disabilities.
5. With regard to Standard 1.3, the visitor team found that students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired. This is because applicants are advised on invitation to interview of the need to declare potential legal and professional impediments to joining the profession. This is reiterated at interview and at the point of undertaking the enhanced DBS checks. The first module of the course - Foundations of Professional Practice - further introduces students to the importance of good health and character and the requirement to declare cautions, convictions, pending charges or adverse determinations in a prompt manner, so that appropriate actions such as a fitness to practise process can be implemented. The Personal Academic Tutor would be the first contact where students enrolled on the course need to declare a change to their criminal record. Recent changes to the Fitness to Practise Policy should ensure that any declarations are dealt with promptly, fairly and lawfully. A flow diagram shows that clear processes are in place for the processing of fitness to study issues once the student has enrolled.
6. In considering Standard 1.4, the visitor team was satisfied that the registered nurse responsible for directing the educational programme will be able to provide supporting declarations of health and character for students who have completed the programme. This is because declarations of health and good character will be supplied by Academic Assessors (AAs). This role will be undertaken by a registered nurse (Head of Nursing) who has developed a good knowledge of students allocated to them and can access the student records of academic results as well as the overview of electronic practice assessment documents (ePADs).

7. In consideration of Standard 1.5, the visitor team examined the Recognition of Prior Learning (RPL) Policy for Entry to Pre-registration Nursing Programmes. RPL will come into force from year two of the delivery of this course. LMU only permits RPL that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes up to a maximum of 50% of the programme. Clause 3.1 of the policy states this explicitly as a variation to the LMU RPL which allows up to 66%. The policy also states that applicants must have completed their previous training within the last five years to be eligible to claim RPL. The policy has recently been updated to allow for students who have commenced in one field of nursing and who wish to swap to another (such as adult to mental health or vice versa). This will be formally assessed based on transcripts of studies, verified records of clinical practice hours in practice assessment documentation and references from the previous course lead/AA at an NMC-approved education institution.
8. In considering Standard 1.6, the visitor team confirmed that for NMC-registered nurses RPL may be more than 50%. Should a registered nurse wish to join the mental health course, they would be eligible for RPL and RPEL of up to two-thirds of their programme across theoretical content and practice experience in line with LMU's RPL Policy.
9. With regard to Standard 1.7, the visitor team examined the module specifications and found that the programme supports the development of numeracy and a range of different literacies. This is clearly set out in the learning outcomes and content of the modules. For example, numeracy is developed through taught content in the biosciences and pharmacology strand of the course, with numeracy a core component in medication management. A compulsory in-course test in the module 'Introduction to Biosciences in Nursing' has to be passed. Numeracy is also supported by the ePAD, which incorporates a medicines management assessment in each part of the programme. Numeracy is further supported through the module 'Pharmacology and Medicines Management' and through the modules 'Working with the Evidence Base and Beyond' and 'Research, Innovation and Improvement' through the use and application of basic statistical data. Literacy is developed and assessed throughout the course through a range of different written tasks such as critical reflection and appraisal of research literature. Modules use strategies such as journal clubs to encourage students searching for and reading of research, beginning in Level 4 and progressing to support the production of the Level 6 dissertation. Taught sessions across all stages promote criticality in writing and presentation. Referrals to the Disability and Dyslexia Service can be made where students have a known or suspected diagnosis of dyscalculia and/or dyslexia, for further learning strategies and reasonable adjustments. To develop digital and technological literacy, students will be introduced to a range of technologies that promote or record learning. This includes the ePAD which documents student achievement and proficiency in practice placements. Students will also be introduced to electronic patient records in practice settings, enabling health technology in the simulation suite, and telehealth provision. They will learn, in simulation and skills practice, to use key assessment tools and devices and be introduced to increasingly high fidelity and immersive virtual reality simulation learning tools.
10. Based on the information made available, the visitor team considers that LMU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

## 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Curriculum requirements

The programme length is three years. Theory and practice learning are approximately of equal length consisting of 2,310 theory learning hours and 2,340 practice learning hours.

## Findings

11. The visitor team considered a range of evidence for this standard including course, module and assessment documentation and staff CVs. The visitor team also met with a range of stakeholders including senior and programme staff, practice learning partners, PSCs, as well as students.
12. In considering Standard 2.1, the visitor team was satisfied that the programme complies with the NMC Standards framework for nursing and midwifery education. This is because the Standards of proficiency and professional conduct have been mapped to the programme learning outcomes. The ePAD provides a record of assessment of all relevant proficiencies in practice. Taught programme content in each module has also been mapped across the NMC Standards framework to ensure that all proficiencies and professional conduct standards can be achieved. The mapping document clearly identifies where content is evident in each module and where it is assessed. Content has been structured to ensure that students can build upon the introductory knowledge and skills learnt in Part 1 of the programme, returning to gain in-depth knowledge and skills later in the programme. Changes to the programme, such as the addition of the mental health field, have been co-produced with PLPs and PSCs. Most PSCs contribute to recruitment, teaching or assessment as part of the BeSpoke team. Students have also been engaged in the process of shaping their learning and expanding the fields, and feedback from student focus groups has informed programme development.
13. In further considering Standard 2.1, the visitor team found evidence that the educational governance and quality legal and regulatory requirements are met. The visitor team also found evidence of a safe and effective learning that respects the principles of equality and diversity. This is evident from the mechanisms used to identify and support struggling students ranging from early diagnostic writing tasks, extensive monitoring of student attendance, engagement and performance in simulation and practice placements and the use of Liaison Learning Facilitator (LLF) and NHS Trust-based Practice Education Teams. Student learning will be supported by the BeSpoke group, nurses from practice placement partners and clinical actors. All new members of BeSpoke have received mandatory training in LMU's education for social justice framework and health and safety. BeSpoke contributors are able to give a sense of the lived experience of their individual conditions, whilst clinical actors will portray diverse personas, allowing students to explore complex communication, safeguarding, and decision-making scenarios in controlled, reflective environments. PSCs are invited to participate in select sessions to share their perspectives but students did not think that they had much input into theory learning. The visitor team therefore **recommends (R1)** that all PSC involvement is badged as such and clarified so that students are aided in understanding their learning experience. LMU has expanded the programme team, and staff CVs demonstrate that there are sufficient staff to deliver the programme and that all staff are appropriately qualified and experienced.
14. With regard to Standard 2.2, the visitor team confirmed that the programme complies with the NMC Standards for student supervision and assessment. This is because students are provided with safe and inclusive learning experiences evidenced through the breadth of practice learning opportunities in the practice learning planner

(see Standard 3.1). Each practice learning environment has appropriate governance and resources to deliver effective practice learning which LMU establishes and reviews through regular education audits. All students are supervised and assessed while in practice learning by PSs, PAs and AAs who are trained to prepare them for their role and receive ongoing support (see Standards 4.1 and 4.2). Their roles in supervision and assessment are clearly articulated and they provide regular feedback to students on their progress in achieving the required proficiencies and skills (see Standard 4.4). Students described the feedback they receive as helpful. PAs and AAs conduct the assessment of students in accordance with LMU's Academic Regulations and the NMC Standards of proficiency and there is comprehensive guidance for both to enable this. The Education for Social Justice (ESJ) Framework referenced evidences a commitment to inclusive assessment.

15. In considering Standard 2.3, the visitor team examined the NMC Standards framework mapping to modules document and found that the module learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice. The distinct requirements of each nursing field are addressed through both field-specific teaching and tailored clinical practice experiences. While some theoretical modules are shared across fields, field-specific modules include field-specific content, case discussions, skills sessions, and practice learning opportunities structured to reflect the unique nature and clinical pathways relevant to each field of practice. To complement this, interprofessional learning will be included in simulated learning and practice learning experiences to promote collaborative practice and holistic care. To this end, LMU has formed a collaboration with University College London to co-produce and deliver interprofessional learning activities. The Preparation for Practice Strategy highlights where the proficiencies are introduced in simulated learning for all learners.
16. In consideration of Standard 2.4, the mapping document examined for the previous standard also shows that the programme provides exposure across all four fields of nursing practice. The programme overview planner identifies where in each teaching block students can expect to encounter content relating to other fields of nursing. The range of practice learning experiences, with an emphasis on primary, community and social care will also enable student exposure to all four fields of nursing practice, such as adult, mental health, learning disability and children's nursing in acute, inpatient, and primary care, for example health visiting and district nursing, justice and social care settings. Students will learn through a variety of interactive and inclusive teaching methods such as live class discussions, scenario-based learning activities, and role-play simulations, many of which will be informed by real-life experiences and co-designed with PSC experts.
17. In considering Standard 2.5, the visitor team confirmed that students undertaking the BSc (Hons) Nursing (Adult) or Mental Health will only be eligible to enter the register in their field of study. All modules are core to the programme with no optional or elective choices available. Students must successfully complete their field-specific modules in order to register.
18. In considering Standards 2.6 and 2.7, the visitor team examined the module specifications and found that the programme sets out the general and professional content necessary to meet the programme outcomes and the Standards of proficiency for registered nurses. The seven platforms of nursing care have been mapped to module content and assessment. The documentation also shows that the content necessary to meet the programme outcomes for each field of nursing practice is present. While children's and learning disability nursing are not currently offered at LMU, each cross-field module refers to other fields of nursing in the

context of interdisciplinary collaboration and the holistic care of individuals with complex needs. For example, part one of Oliver McGowan training for learning disability and autism is introduced in the Foundations of Professional Practice module.

19. With regard to Standard 2.8, the visitor team examined the module specifications and established that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included and reflects the relevant medico-legal aspects of mental health nursing practice. While the biosciences, pharmacology and medicine management content is shared across fields to ensure all students meet the NMC Standards of proficiency, the depth, focus and clinical application vary according to students' field of practice and are reflected in the assessment strategy of the module. Differentiation of content and assessment is documented in the student handbooks. Students are introduced to the concepts of professionalism and the scope of nursing practice in the shared adult and mental health nursing module Foundations of Professional Practice. This module and the field-specific module Introduction to Mental Health Nursing in Primary, Community and Social Care Settings provide instruction in safeguarding, consent and fitness to practise and the duty of candour relevant to the field. The Developing Mental Health Nursing Care in Acute Settings module provides field-specific context, content and understanding. Professionalism and medico-legal elements are modelled through teaching and simulated practice and assessed in the practice modules. The Introduction to Biosciences for Nursing module introduces students to the legal and professional requirements involved in medicines administration, commonly used drugs, routes of administration and dosages and the requirement for accurate drug calculations. Field-specific seminars and tutorials will ensure that students in each field obtain the pharmacology and bioscience content relevant to their field of study. Parts 2 and 3 of the programme will extend this learning further through considering the requirements for accountability, duty of candour in dealing with mistakes and adverse events. For example, the Pharmacology for Medicines Management module prepares students to undertake supervised drug rounds, administering and evaluating the effects of medication on the mental and physical health. It will equip students with the underpinning principles of non-medical prescribing, which will enable them to extend these skills in the third practice learning opportunity to become prescribing ready.
20. In considering Standard 2.9, the visitor team examined course documents and found that they show a balance of theory and practice learning. The theory part of the programme amounts to 2,310 notional learning hours and a total of 2,340 practice learning hours are provided. Practice learning plans suggest an appropriate provision of practice learning opportunities as required. The programme and module specifications examined by the visitor team provide evidence of a range of learning and teaching strategies and approaches, where teaching and assessment is tailored to the needs of the student, and the standards and proficiencies are developed.
21. In considering Standard 2.10, the visitor team confirmed that simulation-based learning is employed across all parts of the programme to prepare students for their role in practice placements. In part, this will be achieved by immersive virtual reality simulation which introduces students to the sights, sounds (and smells) of practice. Over the duration of the programme, students will be introduced to increasing fidelity simulations, including scenarios with people with lived experience from the BeSpoke group, nurses from practice learning partners and clinical actors. Simulated learning sessions are co-designed and facilitated by field-specific lecturers, practice partners, and experts by experience to ensure relevance and authenticity. During the practice learning visits the visitor team established that LMU's simulation and skills suite has

the scope to run small or larger scale clinical scenarios such as hospital ward, physical and psychiatric intensive care units, pediatrics, home care, GP/outpatient consultation room, and telehealth. Students also have the opportunity to experience immersive simulation film content giving them access to scenarios in a controlled and supportive learning environment which may be difficult to replicate physically or pose ethical considerations in live simulation such as self-harm, suicide, and substance use. The simulation-based learning opportunities include field-specific scenarios that includes the needs of adults, people experiencing poor mental health, children and young people, and people with learning disabilities. In relation to technology-based learning the visitor team found that students are expected to use the ePAD on clinical and simulated practice. Technology-based learning also takes place during the theory modules, for example when designing digital posters, advancing skills in database searches, and search strategies to answer research, audit and practice development questions. LMU provides support to ensure students are not disadvantaged by digital exclusion. Students who face challenges such as lack of access to a laptop or reliable internet can make use of on-campus Wi-Fi, open-access computer labs, and loanable laptops. Students experiencing financial difficulties related to digital access can self-refer to the hardship fund support.

22. In considering Standard 2.12, the visitor team examined the course specification and confirmed that the mental health programme meets the minimum requirements for programme length and hours. It is a three-year full-time programme and consists of a total of 4,650 learning hours, which meets the minimum requirements.
23. Based on the information made available, the visitor team considers that LMU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

### 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Practice learning requirements and simulated learning hours

The programme provides a combination of SPL and a range of practice learning experiences adding up to 2,340 hours in total.

This consists of 1,920 practice learning experience hours and 420 SPL hours.

#### Findings

24. The visitor team considered a range of evidence for this standard including programme and practice learning documentation such as the course specification, module descriptors, the PAD and practice learning guidance for students and staff. The visitor team also met with senior staff and the course team, practice learning partners, PSCs and students.
25. In considering Standard 3.1, the visitor team found that the programme offers practice learning opportunities that would 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. This is because there is a range of practice learning opportunities available across acute, intensive care, and forensic mental health settings. In addition, SPL within the three practice

modules also allows students to gain skills, knowledge and understanding of the four fields. Students expressed a strong desire for more and the visitor team **recommends (R2)** that LMU review its practice learning provision within six months and consider increasing SPL hours and using them for meeting ePAD skills **(R3)**. The type of practice learning experience expected in each part of the curriculum is identified in overview year planners for the adult and mental health nursing programmes and the planners show that all students can gain the breadth and depth of experience required for professional practice. However, given the steep student growth trajectory for the adult nursing programme over the last two years, care should be taken to consider this intake growth trajectory in relation to the available number and quality of mental health practice learning opportunities and the level of staffing. During the visit the programme team reported that the search for suitable mental health placements is ongoing. Year one placements in primary care have been secured but more work needs to be done for year two placements. The visitor team therefore set a **condition (C1)** for LMU to submit a robust plan for the allocation of practice learning experiences for the entire year one of the programme. This should include a list of allocated PSs and PAs and a pro forma of typical student learning activities that can be achieved in each area.

26. In consideration of Standard 3.2, the visitor team found that the predominance of local primary and community care placements on this course gives students access to placement areas and people that are not based solely in adult or mental health fields. The planned placement learning circuit offers a range of experiences across wellness, medical, and community contexts exposing students to people of all ages. Wellness practice learning opportunities present students with alternative models of consultation and patient assessment in areas such as sports rehabilitation and allied health professions. This breadth is positive and aligns with the goal of developing well-rounded practitioners and should enable students to experience the variety of practice expected of registered nurses.
27. In regard to Standard 3.3, the visitor team examined the mapping of the Standards of proficiencies to the module content and assessments document and found that the practice learning opportunities provided will 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, because the programme has been designed in such a way that all relevant Standards of proficiency are covered and assessed. This is supported through structured simulated practice sessions delivered across all three years of the programme. In addition, students are primarily placed in patient-facing roles, which should support the development and achievement of communication-based proficiencies in real-world contexts.
28. In considering Standard 3.4, the visitor team confirmed from reviewing both the course planner and the placement planner that the programme has been designed to provide no fewer than 2,300 hours of practice learning. The SPL hours do not exceed the 600 hour limit and are appropriately integrated within the practice modules. The combination of SPL and placement-based learning adds up to 2,340 hours, meeting the regulatory requirements set out by the NMC. This consists of 1,920 practice learning experience hours and 420 SPL hours. SPL is counted as part of the practice hours and is used proportionally across the curriculum with the 420 hours of SPL being delivered over the three-year course duration. Students undertake once-weekly simulation practice learning days (7.5 hours) contributing to 150 hours in both the first and second year, and 120 hours in the third year. Appropriate arrangements for student supervision and assessment are in place (see Standards 4.1 and 4.2).

29. In considering Standard 3.5, the visitor team found that LMU demonstrates consideration of students' individual needs and circumstances when allocating practice learning opportunities, including making reasonable adjustments for those with disabilities. Placement provision is being developed primarily in north and north-east London, with limited outliers where full placement ranges can be offered. Student postcodes are used to inform placement allocations, aiming to limit one-way commute times to approximately 1.5 hours, particularly for those living in north Central London. A placement database (currently used for adult nursing students) incorporates transport links to support planning via the Transport for London journey planner. A formal Placement Allocation Policy is in development. Students confirmed that placements are allocated with travel distance considered. LMU references its Education for Social Justice Framework, and adjustments are made for students with additional needs, including mentoring, pastoral support, flexible scheduling, and ensuring inclusive placement environments. LMU also follows the Student Flexible Working Guidance from Guy's and St Thomas' NHS Trust, now adopted more widely across London.
30. With regard to Standard 3.6, the visitor team was able to confirm that students will be able to experience the range of hours expected of registered nurses. While the NMC guidance does not mandate a specific number of particular shift types, it does expect students to undertake a variety. The ePAD allows recording of standard shifts across the 24-hour period but also allows PAs to customise shift times and document any different shift patterns such as twilight shifts or other variations achieved in simulation or practice. LMU ensures students are aware of this expectation and AAs review and confirm that a suitable range of shifts has been completed during practice placements.
31. In considering Standard 3.7, the visitor team found that students are expected to remain supernumerary throughout all clinical and simulated placement experiences. LMU verifies this through triangulating feedback from students, practice staff, and link lecturers. The placement approval process, using the Pan-London educational audit framework, verifies placement capacity and the availability of PAs and PSs to ensure appropriate support. Students are encouraged to speak up if asked to work beyond their scope of practice and are directed to refer placement staff to course handbooks and ePAD resources. There are appropriate channels in place for both students and LMU staff to raise concerns if needed. Link lecturers are allocated to all placements and play an active role in supporting both students and staff in maintaining safe student supernumerary status. Students provide placement evaluations at the end of each placement, which are triangulated with the practice staff placement evaluations. At a strategic level, all placement evaluations will be reviewed as part of the activity of the Nursing Practice Advisory Group (NPAG), which meets termly. This provides an additional mechanism for monitoring and addressing any concerns about the maintenance of supernumerary status.
32. Based on the information made available, the visitor team considers that LMU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met subject to meeting **condition (C1)**.

## 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	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%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

33. The visitor team considered a range of evidence for this standard including module specifications, assessment documentation related to academic and practice learning, and staff job specifications. The visitor team also met with senior staff and the course team, PLPs, PSCs and students.
34. In considering Standard 4.1, the visitor team confirmed that support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education. This is because PAs and PSs are suitably qualified and experienced, trained by the PLPs using the Pan London Practice Learning Group (PLPLG) suite of training materials, and receive ongoing support. From the programme team the visitor team heard that for non-NHS PLPs, the placement team monitors training and for new providers LMU will provide training. Clear guidance on

the PS and PA roles can also be found in the ePAD guide. PAs for the programme will be registered nurses either on the same part of the NMC register (mental health), or nurses who have significant clinical experience in that field of practice and who have undertaken relevant continuing professional development and revalidation activities to maintain their registration and role. In addition, LMU staff who hold a current NMC nursing registration are provided with initial training in the roles and responsibilities of PAs and PSs and are given opportunities for continuing professional development to support this role in order to lead formal and informal role development sessions as requested by PLPs. A Senior Lecturer in Mental Health Nursing will act as the PA for mental health SPL, although other lecturing staff may act in supervisory roles, or be involved in assessing simulated activities which are common to both adult and mental health nursing proficiencies. The role will be annually appraised by the Head of Nursing to ensure that PA staffing develops alongside the increase in projected student numbers. Where teaching staff also have considerable experience working in the field of mental health but are not registered as mental health nurses, LMU will review competency to supervise on a case-by-case basis. Education audits assure LMU that students receive a comprehensive orientation and there is a nominated person for each practice setting to actively support students and address student concerns and sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences. LMU also monitors and reviews the provision of support, supervision, learning and assessment through engagement at NPAG.

35. With regard to Standard 4.2, the visitor team found evidence that LMU has appropriate systems in place to support compliance with the NMC Standards for student supervision and assessment. For example, student progression in practice learning is monitored via the ePAD dashboard, which provides PSs, PAs, Link Learning Facilitators (LLFs), and AAs with oversight of individual and cohort-level outcomes. This supports the early identification of areas where additional support or improvement in practice or theoretical input may be required. In addition, support, supervision, learning and assessment are reviewed collaboratively through termly NPAG meetings, involving LMU academic and PLP staff across both adult and mental health fields. NPAG monitors key elements of supervision and assessment such as student supernumerary status, placement changes, local PA registers, and shares both concerns and examples of good practice. This forum feeds into LMU's School of Human Sciences Healthcare Education Quality Group, and ultimately into the School Learning and Teaching Quality Committee. The LLF also supports the practice learning experience by providing guidance and support to students, PAs and PSs, including training, and provides a monthly report to the LMU Practice Advisory Group.
36. In considering Standard 4.3, the visitor team was able to confirm that a nominated NMC correspondent who is the person responsible for leading the BSc (Hons) Nursing (Mental Health) course is in place.
37. In considering Standard 4.4, the visitor team was satisfied that students are provided with feedback throughout the programme. Formative and summative feedback is embedded across theoretical and practice components and this is clearly outlined within the module specifications. Students are encouraged to engage in reflective practice by using feedback from tutors, peers, PAs, PSs and PSCs. Provision of feedback to students on their practice proficiencies and professional values is core to the PS role. Working with the PA during placement, PSs provide regular feedback on progress against previously agreed learning objectives, professional behaviour and competencies. Students are also encouraged to seek feedback from colleagues and PSCs which the PS signs off. PAs and PSs conduct a mid-point review with the

student on professional values where the PA provides feedback and signs off proficiencies and competencies. At the end of placement summative assessment students meet with PAs to review progress and feedback. For the theory modules LMU follows the institution's guidelines on providing effective feedback.

38. In regard to Standard 4.5, the visitor team found that the programme is structured to ensure students meet the NMC Standards of Proficiency for registered nurses and the programme outcomes relevant to their field of nursing practice because these standards are mapped within the Pan London ePAD that is used consistently across all practice placements. A dashboard system supports PAs and AAs in monitoring student progress and skill development across each placement and associated practice module. This includes clear tracking of proficiency and competence against NMC requirements throughout practice Parts 1, 2, and 3, aligned to the student's specific field of nursing.
39. In considering Standard 4.6, the visitor team confirmed that numeracy assessment takes place in two modules. In Introduction to Biosciences for Nursing, students undertake an in-class numeracy test and are expected to pass with a mark of 100%. This test may be retaken until the student can demonstrate competency in calculations relating to proficiencies. The Pharmacology and Medicines Management module assesses numeracy relating to medicines management, drug calculations and therapeutic outcomes in an end-of-module exam. The pass mark for this component is 100%. Health numeracy is also assessed in the practice setting through the medicines management assessment tasks within each part of the course. These build incrementally in difficulty and scope of assessments required and are underpinned by simulation of typical drugs rounds and individual drug regimes, where performance and knowledge are formatively assessed in the Pharmacology and Medicines Management module. Within these modules, field-specific lectures and tutorials will be organised to ensure that students receive appropriate content based on their chosen field of study.
40. In considering Standard 4.7, the visitor team saw from the evidence examined that the programme supports students in meeting the required communication and relationship management skills, as well as the field-specific nursing procedures, as set out in the NMC Standards of proficiency for registered nurses. Simulated practice plays a key role in this development, with practice modules incorporating structured reflection through clinical supervision models, including group debriefs such as Schwartz rounds and Balint-type sessions. These reflective practices are extended into clinical placements, where LMU staff and practice educators jointly facilitate group reflection to consolidate learning. Formative and summative Observed Structured Clinical Examinations (OSCEs) across the programme also assess communication and relationship management skills. The ePAD contains criteria for the assessment of these skills in practice learning experiences across the professional values and communication proficiencies. Communication skills are foregrounded in each of the field-specific modules and with added adult and mental health cross-field collaboration in the Leadership, Collaboration and Integrated Care module.
41. In regard to Standard 4.8, the visitor team found that the programme uses a tripartite assessment approach to ensure that students are assessed for proficiency in both theory and practice, with equal weighting given to each in determining readiness for professional registration. This process is documented in the course handbook and supported through structured communication between PAs and AAs, with outcomes recorded in the ongoing achievement section of the Pan London ePAD. Proficiency development is also supported through Personal Academic Tutor meetings and

reflective supervision sessions, which provide students with opportunities to review and consolidate their progress toward meeting all requirements for safe and effective registered nursing practice. The ongoing achievement record (OAR) is jointly completed by the PAs and AAs at the end of Parts 1 and 2 of the programme, confirming achievement of required proficiencies and skills. At the end of Part 3, it forms the basis for the recommendation regarding the student's eligibility to join the NMC register as a registered nurse in their chosen field.

42. In considering Standard 4.9, the visitor team confirmed that the programme demonstrates a balanced approach to the assessment of theory and practice in line with NMC requirements. There is equal weighting in the assessment of theory and practice. Assessment design is aligned to professional standards, and regular moderation and feedback from academic staff and PSs. Theoretical assessments such as essays, exams, and presentations are integrated with practice-based assessments, including OSCEs, clinical skills evaluations and structured assessments such as episodes of care and medicines management tasks, and the ePAD. Students are required to demonstrate proficiency in both domains to progress. Practice learning is clearly credit-weighted within the curriculum: 30 credits are allocated to practice modules at Levels 4 and 5, while Level 6 includes a 60-credit practice module, reflecting the greater complexity of assessment and the inclusion of an OSCE.
43. In considering Standard 4.10, the visitor team found that the programme ensures that all proficiencies are recorded in an ongoing record of achievement in line with NMC requirements. The ePAD incorporates the ongoing achievement record (OAR), which documents student progression across each part of the programme. This digital version is equivalent to the standalone OAR produced by the Pan-London Practice Learning Group.
44. Based on the information made available, the visitor team considers that LMU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

## 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

45. The visitor team considered programme documentation such as the course specification and handbooks for this standard. The visitor team also met the course team and students.
46. In considering Standard 5.1, the visitor team examined the course specification and confirmed that the minimum award for this programme is a bachelor's degree. All modules are compulsory for students to qualify for an award of BSc (Hons) Nursing (Mental Health) and therefore be eligible to apply for registration with the NMC. Students who pass all modules except the 30-credit dissertation module (that is, achieving 90 credits in Part 3 of the course rather than 120) will be eligible for the BSc (Ord) Nursing (Mental Health) award, and will also be eligible to apply for registration.
47. In considering Standard 5.2, the visitor team found that LMU has a range of mechanisms through which it ensures that students are informed during and before completion of the programme that they have five years to register their award with the NMC. As part of the content of the module 'Leadership, Collaboration and Integrated Care in Practice', students explore the professional, legal and ethical responsibilities and accountability required for registration with the NMC. Further, discussions around registration will be included in scheduled tutorials with the Personal Academic Tutor and in group supervision sessions. The practice learning handbook explains the registration process but does not state the time limit for registration. While students are informed that different arrangements apply after five years of completion and are signposted to the NMC website, the document itself is not explicit that this may involve additional education and training. However, students who met the visitor team were clear about the requirements.
48. Based on the information made available, the visitor team considers that LMU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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