Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:
Pre-registration nursing – Adult
Pre-registration nursing – Mental Health

Middlesex University

November 2024

Contents

Key institutional and programme details

Name and location of Approved Education Institution (AEI)/Education Institution (EI)	Middlesex University Faculty of Health, Social Work and Education Hendon Campus Hendon London N4 4BT England
AEI/EI Institution Identifier **[UKPRN]**	10004351
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A
Name of employer partners for apprenticeships	Adult Nursing North Middlesex University Hospital NHS Trust Royal Free London NHS Foundation Trust University College London Hospitals NHS Foundation Trust Whittington Health NHS Trust Royal National Orthopaedic Hospital Moorfields City Road Mental Health Nursing North London NHS Foundation Trust
Approval type	Major modification

Name of programme				
NMC programme title	**AEI/EI programme title (in full)**	**Academic level(s)**	**Full-time**	**Part-time**
Pre-registration nursing - Adult	MSc Adult Nursing (Leading to Registration)	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7	☒	☐
Pre-registration nursing - Adult	MSc Adult Nursing (Leading to Registration) (Apprenticeship)	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7	☒	☐
Pre-registration nursing - Mental Health	MSc Mental Health Nursing (Leading to Registration)	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7	☒	☐
Pre-registration nursing - Mental Health	MSc Mental Health Nursing (Leading to Registration) (Apprenticeship)	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7	☒	☐

Interim awards available (only required if leading to NMC registration)				
NMC programme title	**AEI/EI programme title (in full)**	**Academic level(s)**	**Full-time**	**Part-time**
Not applicable				
Proposed programme start date	17 February 2025			
Standard(s) under assessment	☐ Part 2: Standards for student supervision and assessment ☒ Part 3: Standards for pre-registration nursing programmes			
Date of visit	12 November 2024			
Visitor team	Registrant Visitors: Mr Francis Beckett Ms Hephzibah Maria Jeeva Samuel Kirubaraj Lay Visitor: Ms Caroline Thomas			

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. 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) approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI 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.

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

The conjoint visit with the AEI approval panel took place on 12 November 2024.

Context for the review

The modification adds a Master of Science (MSc) Adult Nursing to the NMC Pre-registration Nursing, Adult programme and a Master of Science (MSc) Mental Health Nursing to the existing Pre-registration Nursing, Mental Health programme at Middlesex University (MU). Both MScs will be offered as either a direct entry route or an apprenticeship route. The apprenticeship routes have been included at the request of employer partners to allow those people working in health care within one of the AEIs employer partners to achieve eligibility for registration while maintaining their employment status. The apprenticeships integrate work and learning and recognise that most of the learning will be derived from the apprentice's work. The AEI based learning, known as 'university days' follows the same format as the direct entry routes to the MSc.

Evidence was submitted against all Part 3 Standards and the visitors confirmed that no Part 2 Standards were affected.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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 detailed findings of the NMC 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** (following the visit and prior to the consideration of the AEI 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 not met	NMC only/ Joint	AEI/EI only
C1	Submit and obtain approval for a relevant adjustment to the Learning Framework regarding module length.			AEI only
C2	Ensure appropriate amendments are made across the programme handbook and module narratives to reflect the inclusivity of all learners and pathways within the programmes, including international and apprenticeship students.			AEI only
C3	Map module learning outcomes to the relevant Knowledge, Skills and Behaviours (KSBs) in the module narratives.			AEI only
Date for all conditions to be met to meet intended delivery date		18 December 2024		

Joint conditions relate to both NMC standards and the AEI/EI'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	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Continue to recruit, develop, train and include people who use services and carers (PSCs) in the ongoing co production, delivery and evaluation of the entire programme.	2.1	NMC only	
R2	Identify ways to share good practice among practice assessors on how to support students to meet the hard to achieve proficiencies, for example, catheterisation.	3.1; 3.2; 3.3	NMC only	

| R3 | Produce guidance for the management, resourcing and support of PSCs who become unwell in the course of their nurse education involvement. | 4.1 | NMC only | |

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.	Details	Specific standard(s)	NMC only/ joint
GP1	The University's Practice Based Learning Unit which makes a significant contribution to enhancing the student learning experience.	3.1; 3.2 3.5	
GP2	The strong working relationship between the practice learning partners and MU at all levels of engagement, particularly concerning communication and curriculum development that ensures a highly effective and coordinated level of support for students.	4.1; 4.2 4.4; 4.5	

Response to conditions

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set by the AEI only.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the visitor team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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

Standard 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	Confirm on entry to the programme that students: 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 1.1.2 demonstrate values in accordance with the Code 1.1.3 have capability to learn behaviours in accordance with the Code 1.1.4 have capability to develop numeracy skills required to meet programme outcomes 1.1.5 can demonstrate proficiency in English language 1.1.6 have capability in literacy to meet programme outcomes 1.1.7 have capability for digital and technological literacy to meet programme outcomes.	☒	☐	☐	☐
1.2	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.	☒	☐	☐	☐
1.3	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.	☒	☐	☐	☐
1.4	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.	☒	☐	☐	☐
1.5	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% of the programme.	☒	☐	☐	☐
1.6	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% 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.	☒	☐	☐	☐

Recognition of prior learning metrics

The amount of learning that can be accredited under the recognition of prior learning (RPL) at MU is up to a maximum 50% of the programme mapped to the standards of proficiency for registered nurses and programme outcomes and it must comply with Article 31(3) of Directive 2005/36/EC. If prospective applicants are already registered nurses wishing to gain registration in another field, then it is possible that more than 50% of the programme can be accredited following mapping to the standards of proficiency and programme outcomes.

All candidates for the MSc programmes must demonstrate achievement of 90 credits at Level 6 to access the programme. The maximum academic credits that can be awarded for entry to the programme is 90 credits.

The 90 credits RPL is awarded against module learning outcomes drawn from the following modules:

- NIP 1802: Foundations of Scientific Principles for Adult Nursing
- NIP 1803: Foundations of Adult Nursing Knowledge
- NIP 1801: Expansive learning for Professional Nursing Practice.

Apprenticeship students or students who have current work experience as a Health Care Assistant or similar can additionally claim 480 practice hours.

Findings

1. The visitor team considered a range of evidence including programme specifications, programme handbooks, examples of interview records, the MU Recognition of Prior Learning Policy 2024-25 and guidance for candidates as provided by MU. The team also held meetings with those involved in the selection process - both MU staff and people who use services and carers (PSCs) and cross-referenced these when meeting with students.

2. Considering Standard 1.1, the visitor team confirmed that the entry criteria for both the MSc Adult Nursing and MSc Mental Health Nursing programmes are clearly stated and a coherent and sequential pathway for potential students is set out from initial consideration through to entry to the programme. The interview structure and questions have been coproduced with the participation of PSCs but not always with the participation of Practice Learning Partners (PLPs) due to capacity issues and clinical demands. The visitor team considered each element of Standard 1.1 to be met.

3. When considering Standards 1.2 and 1.3, the visitor team noted that programme handbooks provide specific guidance for students on the requirements for assuring health and character, both at the outset of the programme and as the programme

progresses. MU's NMC Registrations Team terms of reference set out the institutional requirements for the assurance of registration compliance at the point of completion. The visitor team saw evidence of final declaration at the point of completion. The School of Health and Education Disclosure of Criminal Records document sets out the rationale and process for the declaration of criminal convictions. The narrative presented by MU was fully evidenced, including provision of external-facing information sources and internal policy and procedures. The visitor team was assured that those leading the programme and making declarations of health and character had appropriate professional qualifications to do so.

4. Considering Standard 1.4, the visitor team confirmed that the registered nurses responsible for directing the educational programmes are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme. The visitor team reached this conclusion because the narrative presented is evidenced by programme specifications, staffing qualifications and policy protocols to assure compliance.

5. Considering Standard 1.5 and 1.6, the visitor team noted that RPL is made available to access the programmes and comprehensive and clear guidance is provided in the programme-specific RPL Candidate Guidance Handbook. The handbook sets out in detail the process to follow and the evidence that is required to successfully pursue a claim. For Registered Nurses seeking to top up to a master's qualification at MU, a pathway and assessment processes are provided for prior certificated learning, and these include credit values that go beyond the standard 50% usually applied. The visitor team was satisfied that the policies and processes relating to the application of RPL are effective and demonstrate a clear process for establishing RPL entitlement at the appropriate level and percentage.

6. Considering Standard 1.7, academic staff met by the visitor team described and confirmed how literacy and numeracy is embedded into each module as well as being developed through specific provision delivered through the virtual learning environment (VLE) and software packages such as safeMedicate and the Pan London ePAD. Students also confirmed this narrative when they met with the team. The evidence and narrative assured the visitor team that MU's approach to supporting students in the development of literacy, numeracy and digital and technological literacy is effective.

7. Based on the information made available, the visitor team considers that MU has in place the appropriate arrangements for Standard 1: Selection, admission and progression that enables the NMC standards to be met.

Standard 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.	☒	☐	☐	☐
2.2	Comply with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	☒	☐	☐	☐
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	☒	☐	☐	☐
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	☐	☐	☐	☒
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.	☒	☐	☐	☐

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.	☐	☐	☐	☒
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.	☐	☐	☐	☒

Curriculum requirements

Each academic year is 52 weeks, of which:

- 12 weeks is for theory – university attendance
- 29 weeks for practice, including a total of 4 weeks of simulated practice-learning
- 7 weeks' holiday which is spread across the year.

Total credits for the programme are derived as follows:

RPL: 90 at Level 6 (prior to entry)
Year 1: 30 at Level 6 + 60 at Level 7
Year 2: 90 at Level 7
Total: 270 (150 of which are Level 7)

The total theoretical learning hours consist of a minimum of 2,300 hours, of which 900 are achieved through RPL at entry leaving a total of 1,200 hours to be achieved over the two-year programme. Practice learning consists of 2,300 hours over the two years of the programme. At 45 weeks' attendance per year this equates to 38.8 hours a week.

Apprenticeship routes are required to include 20% 'off the job' learning and this is provided for through the University attendance weeks.

Findings

8. The visitor team examined a range of evidence in assessing these standards including programme specifications, placement agreements, programme guides, curriculum mapping documents, module specifications and practice assessment documentation.

9. Considering Standard 2.1, the visitor team confirmed that the programmes presented comply with the NMC standards framework for nursing and midwifery education. The team was assured of this because MU demonstrated compliance through a mapping of the four MSc programmes against the NMC standards. Extensive documentary evidence supported the mapping exercise. Programme handbooks provided for students, managers, practice assessors (PAs) and practice supervisors (PSs) explain the roles and responsibilities of all involved in delivering the programmes. Agreements with PLPs make clear the responsibilities for supporting students through their studies.

10. PSCs have been involved in consultations on the development of the programmes and had some involvement in the content and delivery through classroom-based and simulated practice learning (SPL) based activities. However, this aspect of curriculum design and development is at an early stage. Students were consulted about the programme through focus group meetings and PLPs were involved in a consultation and sign-off meeting. Greater coproduction of the programme is at a developmental

stage and the programme team acknowledged that this is an ongoing evolving initiative. The visitor team would encourage MU in this developmental work and made a **recommendation (R1)** that it continues to recruit, develop train and include PSCs in the ongoing coproduction, delivery and evaluation of the entire programme.

11. Considering Standard 2.2, the visitor team noted that the evidence presented demonstrates Standards for Student Supervision and Assessment (SSSA) compliance is enabled by the policies and procedures in place. All stakeholders confirmed training and updates were regularly provided, including bespoke face-to-face training and the use of Pan London training materials. The apprenticeship routes have protected learning time built into the curriculum. Placements are planned in advance to ensure a range of health and social care experiences across hospital, community and primary care, both in the NHS and across the private, voluntary and independent sector to meet the required programme outcomes and the apprentices' individual learning needs. The PLPs and employer partners hold a database of PAs and PSs to enable the tracking of training and updating. Students confirmed they have been trained in practice placements.

12. Considering Standards 2.3, 2.4 and 2.5, the visitor team noted that a mapping exercise conducted by the programme team demonstrates that learning outcomes are aligned with the NMC standards of proficiency. Adult, mental health, learning disability and children's nursing are represented across the curricula and evidenced in module specifications. Course content is clearly set out in programme and module specifications and is made available to all students in the form of programme handbooks. There are distinct pathways for the MSc Adult Nursing and for the MSc Mental Health Nursing. Field-specific content and proficiencies are integrated into the modules and across disciplines. Students were able to provide example of how this was manifested, such as the use of case scenarios from PSCs. The programme structure and proposed delivery schedule are designed to enable registration standards to be met because all NMC proficiencies are allocated across the course modules for both programmes.

13. When considering Standard 2.6, the visitor team was able to confirm that the general and professional content necessary to meet the NMC standards of proficiency for registered nurses and programme outcomes was clear. The team reached this conclusion because the narrative and documents presented clearly show that the standards and proficiencies align with the content, structure and proposed delivery schedule to enable registration standards to be achieved.

14. Considering Standard 2.7, the visitor team confirmed that the content necessary to meet the programme outcomes for each field of nursing practice relevant to this modification, which is adult nursing and mental health nursing, was clearly set out. The visitor team reached this conclusion because the documents reviewed show a clear and distinct pathway for each discipline to meet the programme outcomes.

15. Considering Standard 2.8, the visitor team noted 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. This conclusion was based on an examination of programme documentation, including programme specifications, module specifications and the MSc mapping document.

16. When considering Standard 2.9, the visitor team confirmed that the curriculum provides an equal balance of 50% theory and 50% practice. Programme handbooks and programme specifications indicated a diversity of learning, teaching and

assessment approaches and this was confirmed by academics and students when met by the visitor team. For example, mental health students gave an example of a quality improvement project that focused on the application of research skills they had acquired to an aspect of Level 7 practice, including the application of reflective practice.

17. In considering Standard 2.10, the visitor team noted that simulated learning forms part of practice learning in the curriculum. MU has a Simulation Strategy that sets out the infrastructure, the facilities and staffing available. SPL is provided in a centre for simulated learning - The Middlesex Simulation Centre - which is equipped with the latest facilities, including the 'CAE My Learning Space' solution that contributes to scheduling, delivery, tracking and reporting of classroom and simulation-based training. There are facilities catering for adult, child and midwifery situations. The centre is staffed by a well-qualified team who have Association for Simulated Practice in Healthcare membership. The visitor team saw documents setting out how the simulation weeks are to be presented with 4 SIM weeks in Year 1 and 4 SIM weeks in Year 2.

18. Based on the information made available, the visitor team considers that MU has in place appropriate arrangements for Standard 2: Curriculum that enables the NMC standards to be met.

Standard 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.	☒	☐	☐	☐
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	☒	☐	☐	☐
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.	☒	☐	☐	☐
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	☒	☐	☐	☐
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	☒	☐	☐	☐
3.6	Ensure students experience the range of hours expected of registered nurses.	☒	☐	☐	☐
3.7	Ensure that students are supernumerary.	☒	☐	☐	☐

Practice learning requirements and simulated learning hours

Practice learning accounts for 50% of the programmes, which is 2,300 hours.

A total of 450 hours of SPL is provided, and this contributes to the 2,300 total practice hours. SPL is delivered in two 4-week blocks, one block in each of the two years.

Findings

19. The visitor team considered a range of evidence including programme handbooks, module specifications, the MU Simulation Strategy and minutes of meetings.

20. When considering Standards 3.1, 3.2 and 3.3, the visitor team noted that the narrative information provided by a range of stakeholders confirmed field-specific practice learning experiences as well as providing for the diversity of practice, including access to learning disability provision. All students met by the visitor team agreed that they are facilitated to deliver safe practice within their level of competence and are supported in achieving this, including accomplishing hard to achieve skills in practice. The visitor team was able to conclude from examining the documentary evidence, and through meetings with students and PLPs, that sufficient and appropriate practice learning opportunities are available to allow students to

develop and meet the NMC standards of proficiency. Students reported some particularly good practice in helping them to achieve proficiencies that can be challenging within field-specific pathways. This was echoed by PAs. The visitor team concluded that full advantage was not being taken of opportunities for disseminating good practice. A forum for exchange of good practice and sharing of approaches would be of value in identifying and optimising good practice dissemination and therefore the visitor team made a **recommendation (R2)** that MU should identify ways to share good practice among PAs on how to support students to meet the hard to achieve proficiencies, for example, catheterisation.

21. Considering Standard 3.4, the visitor team noted that SPL planned for the programmes totals 450 hours and meets the requirements of Annex A and Annex B of the NMC standards of proficiency for registered nurses which cover communication and relationship management as well as nursing procedures. Field identity is emphasised through the use of the Pan London ePAD learning logs. The ePAD is an online platform that enables students to work with practice staff, to record their practice and complete all the forms associated with recording practice assessment. A weekly timetable is provided covering all routes, including apprenticeships, which maps out the time spent on theory, practice and simulations.

22. Considering Standards 3.5 and 3.6, the visitor team noted that PSs, PAs and AAs are viewed by MU as playing a key role in supporting and guiding students through their learning experience, this includes facilitating any reasonable adjustments required. The University has an institution-wide policy on Disability Support. Students confirmed reasonable adjustments are made when planning practice provision and accommodating shift pattern allocations. Experience across the shift patterns was available and negotiated according to student learning needs while accommodating the variety of nursing delivery contexts. A clear process for disseminating reasonable adjustments was articulated by the PLPs, the Practice Based Learning Unit and students.

23. Considering Standard 3.7, the visitor team confirmed that a consistent and accurate understanding of supernumerary status was evident across stakeholders, PLPs and students. In the case of apprenticeships, specific guidance on the requirement to work in a supernumerary capacity is provided in the supplementary materials for apprentices. The responsibility to safeguard this concept in the clinical environment was clear to PLPs, employer partners and students. The visitor team was told by PLPs and students that when issues of supernumerary status did arise a clear and open discussion was held between all parties and considering the PLP and student perspectives. The opinion of PLPs and students was that problems were addressed promptly.

24. A key feature of arrangements at MU for practice learning is the Practice Based Learning Unit. The unit works with programme teams to ensure professional, statutory and regulatory body requirements are met. This is achieved through strong working relationships with PLPs commissioners, placement teams and students. The work of the unit was clear to the visitor team from the meetings with PLPs and the programme team, and because students consistently reported that high quality support was available to them while on clinical placements. The visitor team identified that the work of the Practice Based Learning Unit added an additional layer of quality enhancement beyond the usual SSSA support structures. The University's Practice Based Learning Unit which makes a significant contribution to enhancing the student learning experience is a feature of **good practice (GP1)**.

25. Based on the information made available, the visitor team considers that MU has in

place appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

Standard 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.	☒	☐	☐	☐
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	☒	☐	☐	☐
4.4	Provide students with constructive feedback throughout the programme to support their development.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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%.	☒	☐	☐	☐
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.	☒	☐	☐	☐
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	☒	☐	☐	☐
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	☒	☐	☐	☐
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.	☒	☐	☐	☐

Findings

26. The visitor team considered a range of evidence including placement agreement contracts, minutes of partner/stakeholder groups and boards and the Strategic Plan for the Implementation of the SSSA.

27. When considering Standard 4.1, the visitor team noted that a Placement Agreement Contract sets out the infrastructure for placement learning and the conditions required to meet the NMC standards framework. The relationships between MU and the PLPs is close and one where cooperation and coproduction is a key feature in the delivery of nurse education. The visitor team noted this to be a consistent theme across all the PLPs and was strongly emphasised in the narrative supplied by PLP representatives in meetings with the team. The strong working relationship between the practice learning partners and MU at all levels of engagement,

particularly concerning communication and curriculum development is a feature of **good practice (GP2)**.

28. PSCs involved in the delivery of programme content felt that they had good support from the programme team when unwell but were not aware of how they could access, or if they had access to, university resources such as employee assistance programmes. PSC members told the visitor team they would welcome a policy or guidance in this area to formalise their role and facilitate further coproduction developments. The visitor team therefore made a **recommendation (R3)** for MU to produce guidance for the management, resourcing and support of PSCs who become unwell during their nurse education involvement.

29. Considering Standard 4.2, the visitor team noted that a strategy for the implementation of the SSSA is in place. This ensures the basis for meeting the NMC standards framework. SSSA standards have been addressed through robust preparation of the PAs and PSs for their student-facing roles. Students confirmed, as did PLPs, that placement quality and evaluations were routinely captured, escalated and acted upon through formalised partnership meetings and quality assurance processes. Partnership working was evident across all health providers.

30. Considering Standard 4.3, the visitor team confirmed the standard was met because the registered nurse responsible is clearly identified in the course documentation and is reported to the NMC via the NMC QA link; updates are evidenced in the narrative.

31. Considering Standard 4.4, the visitor team noted that students have an ongoing record of achievement through the Pan London ePAD. Through the ePAD, they collate PSC feedback on a form and can also receive feedback from peers. They complete ongoing reflections on their learning, which can be checked by nominated PAs and PSs. The role of assessors and supervisors is clearly set out for all involved in the supervision and assessment of students. Dates are stipulated for the required number of tripartite progress reviews for apprenticeship students.

32. When considering Standard, 4.5, the visitor team observed that the NMC standards of proficiency are mapped to practice documentation to ensure full coverage is achieved. The mapping sets out where each proficiency will be addressed across each year/part. Student-facing explanations of the distribution of proficiencies across the assessment process are provided. The evidence presented demonstrates that the platforms and annexes of the NMC standards of proficiency are mapped across the pathways. Practice mapping is fully evidenced through the Pan London documents. PLPs and students confirmed to the visitor team that field-specific experience was routinely available.

33. Considering Standard 4.6, the visitor team noted that a health numeracy assessment related to nursing proficiencies and the calculation of medicines, which must be passed with a score of 100%, is evidenced using 'safeMedicate' software, the assessment schedules within the appropriate module specifications, and the programme handbooks.

34. Considering Standard 4.7, the visitor team confirmed that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice. The visitor team was able to reach this conclusion because it was provided with a robust narrative and documentary evidence that clearly sets out a strategy, process and structure for learning and achieving communication and relationship management skills and nursing procedures within their fields of nursing.

35. When considering Standards 4.8 and 4.9, the visitor team noted that assessment approaches are detailed in module specifications and assessment schedules are set out in the programme handbooks. The use of the Pan London Practice Assessment Document (PAD) assists in the establishment of assessment conformity across the many and various placement settings. The visitor team found assessments to be pedagogically evidenced and constructively aligned to the learning outcomes. The practice and theory assessment are equally weighted in terms of academic credits, NMC recordable hours and timetabling. The programme handbook for apprenticeships provides specific guidance on the end-point assessment (EPA) that is a requirement of apprenticeship awards. It explains that the EPA is not an additional assessment as the completion of all modules and the Part 3 PAD meets the apprenticeship standard assessment requirements of knowledge, skills and behaviours (KSBs).

36. Considering Standard 4.10, the visitor team confirmed that all proficiencies are recorded in an ongoing record of achievement which demonstrates the achievement of proficiencies and skills set out in the standards of proficiency for registered nurses. This takes the form of the PAD referred to in the previous paragraph.

37. Based on the information made available, the visitor team considers that MU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 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.	☒	☐	☐	☐
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.	☒	☐	☐	☐

Findings

38. The visitor team considered a range of evidence including programme specifications and programme handbooks.

39. Considering Standard 5.1, the visitor team confirmed that the award associated with this modification, being at Level 7, is beyond the requirement of a bachelor's degree and therefore the standard is met.

40. Considering Standard 5.2, the visitor team confirmed that the need for registration of the award with the NMC is made clear to students in published course information.

41. At the time of the team visit to Middlesex University, the award titles did not precisely align between university and NMC records. A request had already been made to amend the titles on the NMC database and notification was subsequently received to confirm that the award titles now align.

42. Based on the information made available, the visitor team considers that MU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.