

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Roehampton
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	University College London Hospitals NHS Foundation Trust St George's University Hospitals NHS Foundation Trust South West London and St Georges Mental Health NHS Trust Private, voluntary and independent health care providers
<b>Programmes reviewed:</b> <i>(Tick all that apply)</i>	<i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Child <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Adult Nursing
<b>Academic levels:</b>	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland

	<input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11				
<b>Date of approval visit:</b>	3 June 2019				
<b>Programme start date:</b>					
RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health	<table border="1"> <tr> <td>23 September 2019</td> </tr> <tr> <td>N/A</td> </tr> <tr> <td>N/A</td> </tr> <tr> <td>N/A</td> </tr> </table>	23 September 2019	N/A	N/A	N/A
23 September 2019					
N/A					
N/A					
N/A					
<b>QA visitor(s):</b>	Registrant Visitor: Peter Thompson Lay Visitor: Carol Rowe				

**Section two**

**Summary of review and findings**

The University of Roehampton (UoR) (the university), faculty of life sciences (the faculty) presented a pre-registration nursing programme for approval against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018). The programme presented for approval is a three-year full time BSc (Hons) Nursing in the adult field of nursing practice. In addition, the university seeks approved education institution (AEI) status.

The university has significant expertise in the field of health and wellbeing, through undergraduate and postgraduate programmes in biological and biomedical science, psychology, counselling, sport, exercise, nutrition and sociology. Many of these programmes include placements and work experience which are accredited and regulated by organisations such as the Health and Care Professions Council (HCPC), British Psychological Society (BPS), Institute of Biomedical Science (IBMS), British Association of Counselling and Psychotherapy (BACP) and the British Association of Play Therapy (BAPT).

Several academic staff are closely aligned with healthcare and the national health service (NHS), through professional practice in areas such as psychological therapies. Postgraduate programmes including clinical neuroscience, health sciences and clinical nutrition have a longstanding track record in recruiting nurses, allied health professionals and physicians for their continuing professional development.

The programme documentation and approval process confirm evidence of effective partnership working between the university and practice learning partners (PLPs). These include local NHS healthcare organisations, the independent sector and voluntary services. This is evident in the partnership working in the development of policies and processes to support the Standards framework for nursing and midwifery education (NMC, 2018). This was also evident in visits made to practice learning environments undertaken as part of the approval process which confirmed resources are in place to deliver the proposed pre-registration nursing (adult) programme. The range of practice learning environments visited included hospital, community and the independent and voluntary sector PLPs at: Queen Mary - St George's University Hospitals NHS Foundation Trust; South West London and St Georges Mental Health NHS Trust; Sutton Health and Care integrated community services; Sutton Clinical Commissioning Group (CCG); and, Princess Alice Hospice, Esher.

We found that partnerships with service user and carers (SUCs) is at a developmental stage. The faculty has established a SUC forum to support the pre-registration nursing programme which currently has a very small membership. The SUC strategy proposes SUC engagement in all aspects of programme development and delivery but there is insufficient evidence that this is being

implemented. Development of a detailed strategy and implementation plan in partnership with SUCs is required to fully assure the requirements within the Standards framework for nursing and midwifery education are met at programme level.

The university is a member of the pan-London practice learning group (PLPLG) and has worked closely with AELs in the adoption of a new pan London practice assessment document (PLPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). To support the implementation of the PLPAD there is a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (NMC, 2018).

The Standards framework for nursing and midwifery education and the Standard for student supervision and assessment are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to five conditions. There is one NMC recommendation and two university recommendations.

Updated 16 July 2019

Evidence was provided that the changes required to meet the five conditions have been made. The five conditions are now met.

The Standards framework for nursing and midwifery education and the Standard for student supervision and assessment (NMC, 2018) are now met at programme level.

The Standards for pre-registration nursing programmes (NMC, 2018) are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
	<b>Effective partnership working: collaboration, culture, communication and resources:</b>

<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition one: The university must develop a detailed strategy and implementation plan with timelines in partnership with service users and carers which supports the inclusion and engagement of a more diverse range of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the programme (Standards framework for nursing and midwifery education (SFNME) R1.12 and R2.7; Standards for pre-registration nursing programmes (SPNP R2.1))</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: The programme team must provide a plan to enable student nurses to meet the maternity care requirements as set out within in Annexe V.2 point 5.2.1 (B) of Directive 2005/36/EC. (SPNP R2.11)</p> <p>Condition three: The programme team must identify areas in the programme where staff from practice learning partners and equivalent organisations will provide specialist input to complement the knowledge and skills of the programme team. (SFNME R2.8; SPNP R2.1)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition four: The programme team must review the supervision arrangements for the flexible learning component of the programme to ensure compliance with the Standards for student supervision and assessment (SSSA). (SSSA R2.7; SPNP R4.2)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition five: The university must ensure that the title of the award which gives eligibility to register as a nurse reflects the award given by the university. (SPNP R5.1)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>16 July 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Keep under review the academic staff resources to support the programme (SFNME R2.14; SPNP R2.1)</p>

	<p>Recommendation two: Keep under review the assessment word counts. (University recommendation)</p> <p>Recommendation three: Review the contact hours of core theory modules. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The ongoing involvement of service user and carers in all aspects of the pre-registration nursing (adult) programme.</p> <p>Sufficiency of academic staff resources to deliver the programme.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised programme documentation and additional evidence provide assurance that the changes required to meet the conditions have been made.

The university has provided a detailed strategy and implementation plan in partnership with service users and carers which supports the inclusion and engagement of a more diverse range of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the programme.

The new strategy and implementation plan have been approved by the newly formed service user and carer strategy group and by Senate. Condition one is now met.

A plan is provided which will enable student nurses to meet the maternity care requirements as set out within in Annexe V.2 point 5.2.1 (B) of Directive 2005/36/EC. A maternity care theme has been identified across the three years of the programme which will be delivered and supported by midwifery staff. Condition two is now met.

The programme team has clearly identified areas in the programme where staff from PLPs and equivalent organisations will provide specialist input to complement the knowledge and skills of the programme team. This meets condition three.

The supervision arrangements for the flexible learning component of the programme have been reviewed and revised and are now compliant with the Standards for student supervision and assessment. Condition four is now met.

The university has confirmed that the award title which gives eligibility to register as a nurse is the BSc (Hons) Adult Nursing. This meets condition five.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The factual accuracy of the report is confirmed by the university.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	16 July 2019

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing programmes</i> (NMC, 2018)</p> <p><i>Future nurse: Standards of proficiency for registered nurses</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses and midwives</p> <p>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</p> <p>QA Handbook</p>

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

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

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes



R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

**Standards for student supervision and assessment (NMC, 2018)**

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

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.**

Documentary evidence and the approval process demonstrate effective partnership working between the faculty and PLPs at a strategic level. This is evident within their shared vision and philosophy for the proposed pre-registration

nursing programme and the consultation process relating to the nurse of the future. The academic team and PLPs confirmed this at the approval visit and provided details of shared approaches to fitness to practise, the selection, preparation, management and monitoring of the current and planned practice learning environments, and student support, supervision and assessment. PLP representatives and the academic staff confirm that clear service level agreements are in place to ensure that practice learning environments provide safe and effective learning opportunities. Academic staff confirm that they will work very closely with PLPs to ensure high quality learning environments that are effective in helping student nurses to achieve the proficiencies.

We undertook a range of visits to hospital, community and the independent and voluntary sector PLP organisations. The PLP organisations visited included: Queen Mary - St George's University Hospitals NHS Foundation Trust; South West London and St Georges Mental Health NHS Trust; Sutton Health and Care integrated community services; Sutton CCG; and, Princess Alice Hospice, Esher. We found evidence of close partnership working between the PLPs and the university. PLP staff understand the requirements of the programme being presented for approval and welcome the focus on care in the community and the commitment to ensuring parity of esteem between physical and mental health care. Senior managers confirmed that they have been working closely with the university to review existing placements and to explore new learning opportunities for students in practice learning environments. They are confident that they have sufficient opportunities to enable students to meet their learning outcomes and NMC proficiencies and are able to identify hub and spoke arrangements that will be in place to support students.

PLPs demonstrate a clear understanding of, and commitment to, the roles of the practice supervisors, practice assessors and academic assessors and confirm that preparation workshops are scheduled and are agreed at senior strategic levels. Documentary evidence and the approval process confirms the proposed programme is student focused. The proposed programme aims to empower students and provide them with the learning opportunities to achieve the NMC Standards of proficiency for registered nurses and programme outcomes. There are no current nursing students at the university and so students from other programmes within the faculty were invited to meet with the approval panel. These students confirm that effective mechanisms and resources are in place in the university to support their learning.

Documentation, including the PLPAD and preparation plans for practice supervisors; practice assessors and academic assessors provide assurance that the university and PLPs ensure the SSSA requirements are achieved. The faculty has established a SUC group and a SUC strategy. There is a three-year implementation plan (2019 – 2022) to develop and promote SUCs involvement in all aspects of the pre-registration nursing programme. We found evidence that SUCs have had minimal involvement in the design and development

of the programme. One SUC told us she had been involved in the selection of students.

We met with SUC representatives and confirm that the group is small and lacks a diverse representation of SUCs. There are no robust processes in place for SUC engagement in the programme. The university must develop a detailed strategy and implementation plan in partnership with service users and carers which includes a more diverse range of SUCs to be engaged in the ongoing design, development, delivery, evaluation and co-production of the programme. (Condition one) (SFNME R1.12 and R2.7; SPNP R2.1)

The university proposes to include students in the nursing stakeholder group whose terms of reference will be reviewed following successful programme approval and AEI status approval to ensure future partnership working of all stakeholders.

Documentary evidence through the PLPAD and supporting guidance demonstrates how the university and PLPs will ensure the standards of student supervision and support are met.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

MET  NOT MET

We found minimal evidence of SUCs being involved in the selection of students and in the design and development of the programme. (Condition one) (SFNME R1.12 and R2.7; SPNP R2.1)

**Please provide any narrative for any exceptions**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

MET  NOT MET

**Please provide any narrative for any exceptions**

**If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome**

We found minimal evidence of SUCs being involved in the selection of students and in the design and development of the programme. (Condition one)  
Condition one: The university must develop a detailed strategy and implementation plan with timelines in partnership with service users and carers which supports the

inclusion and engagement of a more diverse range of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the programme.(SFNME R1.12 and R2.7; SPNP R2.1)

**Post Event Review**

**Identify how the condition is met:**

Condition one: The university has provided a detailed strategy and implementation plan in partnership with SUCs which supports the inclusion and engagement of a more diverse range of SUCs in the ongoing design, development, delivery, evaluation and co-production of the programme. The revised strategy and implementation plan has been approved by the newly formed SUC strategy group and also by Senate. The SUC strategy group is chaired by a senior academic staff member and is supported by a SUC coordinator. Condition one is now met.

Evidence:

- Summary of evidence table to meet the NMC conditions of approval, 16 July 2019
- UoR Service user and carer strategy v1.1, with appendices, July 2019

**Date condition(s) met:** 16 July 2019

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

Condition one is now met.

Assurance is provided that the SFNME R1.12 and R2.7 are met.

Assurance is provided that the SPNP R2.1 is met.

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes.

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

*Standards framework for nursing and midwifery education* specifically R2.6, R2.7, R2.8, R2.10

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes* (NMC, 2018).

**Findings against the standard and requirements**

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)  
**YES**  **NO**
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).  
**YES**  **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)  
**YES**  **NO**
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)  
**YES**  **NO**
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)  
**YES**  **NO**

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)  
**MET**  **NOT MET**

R1.5 is met. Documentation, including the university policy and procedures and RPL mapping documents, and discussions at the approval visit confirm a robust approach to RPL. All RPL claims are supported within the faculty and are subject to scrutiny by the external examiner and ratified at an assessment board.

The programme team told us that candidates can enter the pre-registration nursing programme through RPL. We confirm that RPL has been mapped against programme outcomes, the Standards for pre-registration nursing programmes, the Standards of proficiency for registered nurses and to EU requirements (Directive

2005/36/EC).

RPL claims up to a maximum of 50 percent of the programme comply with NMC requirements.

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

**MET**  **NOT MET**

R1.6 is met. Documentary evidence and findings from the approval visit confirm that mapping documentation against programme outcomes and the Standards for pre-registration nursing programmes are clearly detailed. This enables successful claims from NMC registered nurses to be awarded more than 50 percent and up to 70 percent RPL for entry to the pre-registration nursing programme.

Academic staff are confident that the university RPL policies and procedures provide a sound basis for the preparation and assessment of RPL claims for candidates seeking entry to the proposed programme.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

**MET**  **NOT MET**

R1.7 is met. Documentary evidence and findings at the approval visit confirm that literacy, numeracy, digital and technological literacy skills development are integrated into the programme. These skills are mapped against programme outcomes and the Standards of proficiency for registered nurses.

The nursing recruitment and selection criteria require students to demonstrate baseline skills on admission to the programme. They are then supported to develop these skills throughout the programme.

The development and assessment of these skills is evident within the programme specifications, module outlines, ORA and PLPAD. Programme outcomes and proficiencies show progression of these skills throughout the programme. The learning and teaching strategies are designed to support students to develop these skills.

The academic assessments support students to develop literacy skills through

formative and summative feedback. The academic guidance tutor will support students to develop their skills.

We found extensive and well signposted support mechanisms for students to develop their abilities in numeracy, literacy, digital and technological literacy. Support for numeracy and literacy skills is available from the university academic achievement advisers and librarians. Workshops, drop in and one-to-one sessions are offered. Numeracy, literacy and study skills provision include topics on mathematics and statistics, critical thinking, essay and report writing. Students tell us that the range, quality and accessibility of central resources are invaluable in supporting the development of their skills.

Digital and technological literacy are developed through interactions with the Moodle virtual learning environment (VLE) which gives access to online clinicalskills.net software that contains learning and assessment facilities which include medicines management and numeracy. Online resources and interactive tutorials are extensive.

Students are expected to communicate via email and to submit assignments electronically. Students will use high-fidelity patient simulators in the clinical simulation centre and the university is planning scoping investment to provide bespoke electronic health records.

In practice learning environments students will develop digital and technological skills using electronic patient records, e-prescribing, mobile platforms for decision-making and communicating and emerging technologies. Numeracy, medication and calculations are assessed in each part of the programme within the PLPAD. Students will also use the online medicines management and numeracy software to enable them to complete the related proficiencies and learning outcomes for the three numeracy modules. These numeracy modules are in each year of the programme, and a health numeracy assessment must be passed at 100 percent at the end of the programme.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES  NO

**Proposed transfer of current students to the programme under review**

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will**



**be met through the transfer of existing students onto the proposed programme.**

*There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place*

**MET**  **NOT MET**

The university has no existing students to transfer to the proposed programme.

*Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes*

**MET**  **NOT MET**

Evidence has been provided which confirms that prior learning for NMC registered nurses is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes.

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

**YES**  **NO**

**Outcome**

**Is the standard met?**

**MET**  **NOT MET**

**Date:** 4 June 2019

**Standard 2: Curriculum**

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

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

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

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

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

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

*Standards framework for nursing and midwifery education specifically:*

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*

R1.2, R1.3, R1.7, R1.10, R1.11

**Findings against the standard and requirements**

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

YES

NO

We found minimal evidence of SUCs being involved in the selection of students and in the design and development of the programme. (Condition one) (SFNME R1.12 and R2.7)

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2)

YES  NO

- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

YES  NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

MET  NOT MET

R2.4 is met. Documentary evidence and findings at the approval visit confirm that the design and delivery of the proposed programme will provide experience for students across all four fields of nursing practice in both theory and practice learning.

The approval document and programme specification details the structure of the programme including the modules, placements and theory/practice learning. The learning and teaching strategy integrates theory and practice learning, and the assessment structure assesses students learning. Programme and module outcomes require students to demonstrate learning across the lifespan covering physical, mental, cognitive and behavioural health. Practice learning opportunities are planned to provide each student with practice learning environments to gain experience across all four fields of nursing. All students will have a mental health specific placement to meet the philosophy of parity of esteem between physical and mental health. Exposure to learning disabilities nursing will be facilitated through a range of practice learning opportunities that include residential and home care settings.

PLPs tell us that they will utilise hub and spoke and outreach opportunities to facilitate exposure to all four fields. The practice supervisor, practice assessor and link lecturer will provide guidance and support in enabling students to locate appropriate spoke learning experiences to ensure cross field exposure.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more

specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

**MET**  **NOT MET**

R2.5 is met. Documentary evidence and findings at the approval visit confirm that the proposed design, structure and delivery of the programme relates specifically to the adult field of nursing practice.

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

- There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the *Standards of proficiency for registered nurses* (R2.6)

**YES**  **NO**

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

**YES**  **NO**

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

**MET**  **NOT MET**

R2.8 is met. Documentary evidence and findings at the approval visit confirm that mapping has been undertaken to ensure field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme and applied to adult nursing for entry to the register in the adult field of nursing practice.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

**MET**  **NOT MET**

R2.9 is met. Documentary evidence and findings at the approval visit confirm that the programme structure provides an equal balance of theory and practice learning. Academic staff and documentary evidence confirm there are 2,400 hours each of practice and theoretical learning. We found that all theory and practice learning modules specify the hours required to meet the learning outcomes.

Theory hours attendance will be recorded through electronic card swiping at each session and will be monitored by the programme convenor.

Completed practice learning hours are recorded by the student in their PLPAD and monitored by PLPs and academic staff. This was confirmed by PLPs.

We found module specifications and the programme handbook show clear aims and outcomes and a variety of learning and teaching strategies, including simulation.

PLPs and the programme team described the practice allocation model for the delivery of the programme and confirmed how the designated hours of the programme will be achieved.

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

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

YES  NO  N/A

The proposed programme will not be delivered in Wales.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).

YES  NO

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

YES  NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

YES  NO

The proposed programme does not include provision to register in two fields of nursing practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES  NO

The proposed programme does not include provision for nursing registration and registration in another profession.

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

YES  NO

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

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

We found minimal evidence of SUCs being involved in the selection of students and in the design and development of the programme. (Condition one)

Condition one: The university must develop a detailed strategy and implementation plan with timelines in partnership with service users and carers which supports the inclusion and engagement of a more diverse range of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the programme. (SFNME R1.12 and R2.7; SPNP R2.1)

The mapping of programme content against Annexe V.2 point 5.2.1 of Directive 2005/36/EC indicates that maternity care experience will be achieved in practice learning settings with a health visitor, within a general practice or by a practice learning experience within special care baby facilities. This plan fails to meet the EC directive in providing the appropriate theoretical instruction and experience to meet the maternity care requirement. (Condition two)

Condition two:

The programme team must provide a plan to enable student nurses to meet the maternity care requirements as set out within in Annexe V.2 point 5.2.1 of Directive 2005/36/EC. (SPNP R2.11)

The delivery of the programme is dependent on the core nursing team, comprising of three academic staff members supported by staff from the department of life sciences and psychology. Academic staff are individually identified and their contribution to the programme and modules is explicit. Expert clinical practitioners are identified as a group to support the programme team in the delivery of the programme but their contribution is not detailed. (Condition three)

Condition three: The programme team must identify areas in the programme where staff from PLPs and equivalent organisations will provide specialist input to complement the knowledge and skills of the programme team. (SFNME R2.8;

SPNP R2.7)

The programme team are advised to keep under review the academic staff resources to support the programme. (Recommendation one)  
Recommendation one: Keep under review the academic staff resources to support the programme (SFNME R2.14; SPNP R2.1)

**Date:** 4 June 2019

**Post event review**

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

Condition one: The university has provided a detailed strategy and implementation plan in partnership with SUCs which supports the inclusion and engagement of a more diverse range of SUCs in the ongoing design, development, delivery, evaluation and co-production of the programme. The revised strategy and implementation plan has been approved by the newly formed SUC strategy group and also by Senate. The SUC strategy group is chaired by a senior academic staff member and is supported by a SUC coordinator. Condition one is now met.

Condition two: The programme team has provided a plan which will enable student nurses to meet the maternity care requirements as set out in Annexe V.2 point 5.2.1 (B) of Directive 2005/36/EC. A maternity care theme has been identified across the three years of the programme which will be delivered and supported by midwifery staff. SPNP R2.11 is now met. Condition two is now met.

Condition three: The programme team has clearly identified areas in the programme where staff from PLPs and equivalent organisations will provide specialist input to complement the knowledge and skills of the programme team. Condition three is now met.

**Evidence:**

- Summary of evidence table to meet the NMC conditions of approval, 16 July 2019
- UoR Service user and carer strategy v1.1, with appendices, July 2019
- BSc (Hons) Adult Nursing programme maternity care content, July 2019
- Email correspondence with midwifery practitioners, July 2019
- BSc (Hons) Adult Nursing programme, summary of agreed specialist input to the programme from practitioners, July 2019
- Email correspondence to PLP managers and practice educators, July 2019

**Date condition(s) met:** 16 July 2019

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

Condition one, two and three are now met.

Assurance is provided that the SPNP R2.1, R2.7 and R2.11 are met.

Assurance is provided that SFNME R2.8 is now met.

### Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education* specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

#### Findings against the standard and requirements



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

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

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and the approval process confirms the proposed practice learning pathways will provide seven core placements over the three-year programme. These are designed to include a focus on each field of nursing practice. Students will undertake a range of community, primary care, in-hospital and mental health practice learning placements. Approximately two thirds of placements will be in an out of hospital area. Practice learning opportunities will be provided for students to achieve the NMC 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.

Signed practice learning agreements define clearly the responsibilities of the university and associated PLPs.

We met with PLPs from a range of practice learning areas and organisations who tell us they will facilitate spoke and outreach opportunities for students to develop awareness, knowledge and skills in supporting service users from other fields of nursing and healthcare. They are confident that there is capacity within the NHS, private and voluntary healthcare providers to support students to have a diverse range of experiences which will meet the proficiencies detailed within the PLPAD.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

**MET**  **NOT MET**

R3.2 is met. Documentary evidence and the approval process confirms that all students will experience a variety of practice learning environments to meet the holistic needs of people of all ages. The planned allocation schedules will give students opportunities to have practice learning experiences within each of the other fields of nursing practice either through short planned practice learning experiences or by using a hub and spoke approach.

PLP representatives and senior academic staff confirmed the partnership arrangements to manage and mitigate any risks to student learning. We were told that all practice learning environments are assessed, monitored and evaluated to

ensure that they are of suitable quality to enable students to achieve the proficiencies. There is clear evidence that the quality of practice learning environments is assured through annual educational audit; student evaluations and feedback; and, link lecturer and academic assessor feedback. These processes are overseen by the university's practice learning group which provides a forum for ongoing monitoring of the quality of placements with associated PLPs. The group reports to the nursing stakeholder group attended by senior academic staff, senior practice educators and representatives from AEs in the pan-London area.

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

**MET**  **NOT MET**

R3.3 is met. Documentary evidence and the approval process confirms that the Standards of proficiency for registered nurses and annexe A and annexe B skills, including communication and relationship management skills, are mapped in the PLPAD and detailed in module specifications. Full mapping of the PLPAD document demonstrates how all the communication and relationship management skills and nursing procedures will be achieved within pre-registration adult nursing practice.

Discussions with academic staff and PLPs confirmed that there is a good level of understanding and preparedness of staff to enable students to achieve annexe A and annexe B skills. PLPs tell us that many staff are competent to undertake supervision and assessment of students in enhanced skills. They tell us that planned staff updates will review and enhance the skills of current nursing staff, where necessary, to teach the required skills to the future student nurses.

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

**MET**  **NOT MET**

R3.4 is met. Documentary evidence and discussions at the approval visit identify that students will undertake 240 hours of simulated learning which is included in practice hours. These hours in the clinical simulation centre will use guided role play and scenario-based learning. This approach enables students to be in direct contact with role players who will present scenarios reflecting healthy and sick individuals. They will involve service users with physical, mental, cognitive or behavioural needs. The simulation suite will provide a range of care settings which include a fully functioning simulated ward and simulated community areas such as

general practice nurse rooms and home environments.

An additional sixty hours of simulation learning will prepare students for practice by developing and revisiting mandatory skills annually. For example, moving and handling; medicines management, venepuncture, and relating to physical assessment, assessment of mental health state and communication skills. The simulation facilities provide opportunities for students to work with medical devices matching those found in practice settings. The facilities provide a safe learning environment without risk to service users. Advanced patient monitoring equipment, low fidelity, hyper realistic mannequins and virtual reality immersion will provide a realistic learning experience.

The programme team has a clear rationale and strategy for the use of simulated learning. Simulation timetables map the content for simulation across the three years of the programme.

Blended learning approaches using the online clinicalskills.net software will be used to support skills development. Some student assessments incorporate simulation and use of online resources such as the medicines management component of the clinical skills.net. The programme team provided examples of objective structured clinical examinations (OSCEs) which will be carried out within the simulation suites.

The PLPs confirm that in practice learning environments students will have access to online interfaces such as rostering, care plans and pathology results. They will learn to use digital medical devices for client and patient monitoring and treatment.

We found clear mapping of how the adult nursing field meets the requirements of Article 31 (EC Directive).

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

**MET**  **NOT MET**

R3.5 is met. Documentary evidence and findings from the approval visit confirms there are processes in place to take account of students' individual needs which may include disabilities. Academic staff and PLPs confirm that individual agreements and reasonable adjustments will be made, as necessary. Students will be directed to other available support systems which include occupational referral, student support plans and encouraging students to disclose their individual needs. Explicit details of student support processes in practice are included in: the PLPAD; online student information; supervisors, and practice and academic assessor preparation and supporting information.

PLPs confirm their experience of considering individual student's personal circumstances, for example, distance and travel-time to practice learning locations,

and child care arrangements, when planning off duty rotas. PLP tell us that flexibility is important as it is an attractive feature for future workforce recruitment.

**Note:** *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES  NO

- Processes are in place to ensure that students are supernumerary (R3.7)

YES  NO

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

YES  NO

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 4 June 2019

**Standard 4: Supervision and assessment**

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children’s nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

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

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

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

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

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

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

*Standards framework for nursing and midwifery education* specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

*Standards for student supervision and assessment*

R4.1 – R4.11

**Findings against the standards and requirements**

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

**MET**  **NOT MET**

R4.1 is met. Documentary evidence and findings from the approval visit confirm that there are mechanisms in place to ensure support, supervision and assessment of students which comply with NMC standards. Students support is detailed in the programme handbook and is offered through a number of formal mechanisms which operate across the university. These include support from the

programme leader and the academic assessor and link lecturer in practice learning settings.

Academic staff told us that all students will receive induction at the beginning of their programme of study and at the beginning of each subsequent year.

There is a clear infrastructure which will support students in the practice learning environment. PLPs explained the processes in place to allocate students to their practice supervisors and practice assessors and how to raise concerns. These arrangements are clearly evident within the PLPAD including the roles and responsibilities of the practice supervisors and assessors. PLP representatives detailed the process and support available both from the education lead in each practice learning area and in the university if a cause for concern is raised about a student's behaviour, conduct or performance. We are assured that academic and practice staff are fully aware of the roles and responsibilities within theory and practice learning to provide support, supervision and assessment.

The programme leader confirmed that link lecturers will fulfil the role of academic assessor for the first part of the programme. Thereafter, newly appointed staff will be allocated to students for each subsequent part of the programme. We were provided with evidence detailing the scoping of academic staff fulfilling the role of academic assessor. We are assured that this complies with the SSSA in ensuring that each student receives a different academic assessor for each part of their programme.

The academic assessor communicates and collaborates with the practice assessor at relevant scheduled points during the part of the programme as directed in the PAD document. Communication will increase if the practice supervisor and practice assessor raise concerns about the student. This may be in person, via email, or by telephone, as appropriate. Academic staff confirm that pre-registration nursing practice documentation and training for practice and academic assessors includes how to raise and respond to student conduct and competence concerns.

Students are assigned a practice supervisor, practice assessor and an academic assessor to support them within their practice learning experiences. Students will also be supported in practice settings by the link lecturer.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2).

**MET**

**NOT MET**

R4.2 is not met. Documentary evidence and findings at the approval visit confirm that support, supervision, learning and assessment complies with the SSSA for the

pre-registration nursing (adult) programme, with the exception of the supervisory arrangements for the flexible practice learning elements of the programme. The programme proposes that students will have some degree of choice in selecting short practice learning placements to enhance their learning including for example, charities and civic organisations. This flexible practice learning can be undertaken at a time that suits the student and PLP, including weekends and evenings. The programme team propose that long arm supervision will be provided for selected placements that have no health or social care professional available for student support, supervision and assessment. The programme team and PLPs are unable to confirm the function or operationalisation of the proposed long arm supervision to support students within these flexible practice learning components of the programme. (Condition four).

The university in close partnership working with PLPs has agreed clear criteria for the selection and preparation of practice supervisors and practice assessors. The programme team and PLPs confirm that training for the new roles has been agreed through the PLPLG. Preparation workshops which include the use of the PLPAD are in progress for practice supervisors, practice assessors and academic assessors. This preparation is facilitated through: face to face workshops; a combination of workshops and online preparation; or, online preparation through a recently commissioned e-learning preparation package. PLPs explained that the approach for the preparation of practice supervisors and practice assessors is determined on an individual basis depending on the level of prior experience in a mentor or sign-off mentor role. There are clear role descriptors for the supervision and assessment of students. This clarity is also included in the PLPAD. PLPs demonstrate a clear understanding of their responsibilities.

PLPs confirm that a detailed transition plan is in place to assist practice staff to transfer to the new roles and they demonstrate a clear understanding of their responsibilities.

Academic staff are aware of their role and responsibilities as an academic assessor. The programme team confirm that preparation workshops for practice supervisors and assessors also include preparation for the academic assessor role.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES**  **NO**

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

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

**MET**  **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm processes are in place to provide students with feedback throughout the programme to support their development. The programme design includes a clear assessment strategy which provides formative and summative assessments which are varied and relevant to student learning. Formative and summative assessments for each module are stated in programme and student-facing documents.

The PLPAD and ORA provides a structured approach to providing formative and summative feedback to students about their practice learning and achievement. Students will receive formative and summative feedback from the practice assessor in each practice learning experience. A tripartite meeting between the student, practice assessor and academic assessor will occur at the end of the practice learning experience and practice supervisors can contribute to this.

We found PLPs clearly understand the mechanisms for supervision, assessment and feedback to assist students to develop NMC proficiencies. They understand the process for supporting failing students and confirm they work closely with academic staff in these situations.

The programme team described the range of formative and summative assessments in the programme including OSCEs. Each assessment is followed by detailed feedback to students using a standardised rubric. Students will have access to video recordings of clinical skills sessions and OSCEs to provide feedback and to facilitate reflection.

SUCs provide feedback via specific forms in the PAD. PLPs tell us that the practice supervisor will identify an appropriate SUC for the student to approach to gather feedback.

We found external examiners will comment on assessment processes and feedback.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

**MET**  **NOT MET**

R4.5 is met. Documentary evidence and findings from the approval process provide assurance that the programme and modules are mapped to the Standards of proficiency for registered nurses. The practice modules are directly linked to



practice learning environments. The effective partnership working between AEs and PLPs across London has ensured the PLPAD is explicitly mapped to the Standards of proficiency for registered nurses.

The programme team and PLPs are able to contextualise clearly how proficiencies, including those in annexe A and annexe B are achieved in adult nursing practice.

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

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

YES  NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children’s nursing (R4.7)

YES  NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

YES  NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES  NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

YES  NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

YES  NO

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

YES  NO

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

<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input checked="" type="checkbox"/>
<p>The programme team and PLPs are unable to confirm the function or operationalisation of long arm supervision to support students within the flexible learning components of the programme. (Condition four) (SSSA R2.7; SPNP R4.2)</p>	
<b>Outcome</b>	
<p><b>Is the standard met?</b> <span style="float: right;"><b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/></span></p> <p>The programme team and PLPs are unable to confirm the function or operationalisation of long arm supervision proposed to support students within the flexible learning components of the programme. (Condition four)</p> <p>Condition four: The programme team must review the supervision arrangements for the flexible learning component of the programme to ensure compliance with the SSSA. (SSSA R2.7; SPNP R4.2)</p> <p><b>Date:</b> 4 June 2019</p>	
<b>Post event review</b>	
<p><b>Identify how the condition(s) is met:</b></p> <p>The programme team has reviewed and revised the supervision arrangements for the flexible learning component of the programme which now ensures compliance with the Standards for student supervision and assessment. Condition four is now met.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Summary of evidence table to meet the NMC conditions of approval, 16 July 2019</li> <li>• Revised nursing validation document, July 2019</li> </ul>	
<b>Date condition(s) met:</b> 16 July 2019	
<p><b>Revised outcome after condition(s) met:</b> <span style="float: right;"><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></span></p> <p>Condition four is now met.</p> <p>Assurance is provided that the SPNP R4.2 and the SSSA R2.7 are now met.</p>	

**Standard 5: Qualification to be awarded**

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

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

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

**Findings against the standards and requirements**

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

YES  NO

R5.1 not met. The pre-registration nursing programme award to be approved is a minimum of a bachelor's degree. However, the final award is not clearly identified in programme documentation which refers to a BSc (Hons) or BSc award. The university's award is stated as a BSc although internally, the university recognises the award as a BSc (Hons) degree. The correct title of the award with registration as a nurse must be confirmed. (Condition five)

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

YES  NO

**Fall Back Award**

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

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

YES  NO  N/A

The documentary evidence and findings from the approval visit confirm that there are no fall back exit awards with registration as a nurse.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

YES  NO

**Outcome**

**Is the standard met?**

**MET**

**NOT MET**

The proposed pre-registration nursing programme award is a minimum of a bachelor's degree. However, the final award is not clearly identified in the programme documentation which refers to a BSc (Hons) or BSc award. The university's award is stated as a BSc although internally, the university recognises the award as a BSc (Hons) degree. The correct title of the award with registration as a nurse must be confirmed. (Condition five)

Condition five: Ensure the title of the award for eligibility to register as a nurse reflects the title of the award given by the university. (SPNP R5.1)

**Date:** 4 June 2019

**Post event review**

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

Condition five: The university has confirmed that the award title which gives eligibility to register as a nurse is the BSc (Hons) Adult Nursing. Condition five is now met.

Evidence:

- Summary of evidence table to meet the NMC conditions of approval, 16 July 2019
- BSc (Hons) Adult Nursing undergraduate programme specification, July 2019

**Date condition(s) met:** 16 July 2019

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

Condition five is now met.

Assurance is provided that SPNP R5.1 is met.

**Section four**

**Sources of evidence**

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Educational audits:  Mary Seacole ward, 16 November 2018 (St George's University Hospitals NHS Foundation Trust)  Community Mental Health Care (adult) , 20 March 2018 (South West London &amp; St Georges Mental Health NHS Trust)  Shotfield Medical Practice, 19 November 2019 (Sutton CCG)  Wallington locality team, 24 November 2017 (Sutton Health and Care Integrated community services)</p> <p>Post event evidence to support the conditions are met:</p> <ul style="list-style-type: none"> <li>• Summary of evidence table to meet the NMC conditions of approval, 16 July 2019</li> <li>• UoR Service user and carer strategy v1.1, with appendices, July 2019</li> <li>• BSc (Hons) Adult Nursing programme maternity care content, July 2019</li> <li>• Email correspondence with midwifery practitioners, July 2019</li> <li>• BSc (Hons) Adult Nursing programme, summary of agreed specialist input to the programme from practitioners, July 2019</li> <li>• Email correspondence to PLP managers and practice educators, July 2019</li> <li>• Revised nursing validation document, July 2019</li> <li>• BSc (Hons) Adult Nursing undergraduate programme specification, July 2019</li> </ul>		

If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: 3 students as follows:  2 students from non-nursing programmes in the university 1 student in role of president of the student union		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: There were no CQC Quality Review reports for the PLP organisations in the last 12 months.		
<p>Additional comments:</p> <p>The following practice learning environments were visited on 3 June 2019:  Mary Seacole ward for acute and rehabilitation of the older patient, (St George's University Hospitals NHS Foundation Trust  Community Mental Health Care (adult), (South West London &amp; St Georges Mental Health NHS Trust)  Shotfield Medical Practice, Sutton (CCG).  Wallington locality team,(Sutton Health and Care Integrated community services).  Princess Alice Hospice, Esher (Independent sector)</p> <p>Our findings confirm that the university has good partnership working with the PLPs and resources are in place to deliver the programme as planned.</p>		

**Mott MacDonald Group Disclaimer**

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<b>Issue record</b>			
<b>Final Report</b>			
Author:	Peter Thompson	Date:	17 May 2019
Checked by:	Judith Porch	Date:	31 July 2019
Approved by:	Leeann Greer	Date:	23 August 2019
Submitted by:	Holly Stallard	Date:	22 August 2019