NMC Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	London Metropolitan University
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	BSc (Hons) Nursing (Adult)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7

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

	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	17 May 2023
Programme start date:	
RN – Adult	18 September 2023
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	

Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Jennifer Pinfield Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings
London Metropolitan University (LMU), school of human sciences (the school) is seeking approval as a new approved education institution (AEI) for delivery of a pre-registration adult nursing programme. LMU is an established higher education institution and the school offers a range of courses in subjects including biosciences, chemical and pharmaceutical sciences and health sciences (including sports sciences, sports therapy, physiotherapy, dietetics and human nutrition). A new nursing subject division has been established in the school and presents for approval a three-year full-time Bachelor of Science (Honours) (BSc (Hons)) adult nursing programme against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The aim is for an initial cohort of 30 students, commencing in September 2023, with one intake per year. They have a vision to double adult nursing student numbers within three years. LMU's aim is to provide healthcare for Londoners across the lifespan, at home, at work and in hospital. They want to recruit students from the local north and north central London area who reflect the local population and who, as local people, will stay in the area once qualified. LMU's forward vision from 2025 is to introduce international recruitment to the programme. LMU is a member of the pan-London practice learning group (PLPLG) and works closely with other AEIs in the area. It is adopting the pan-London practice assessment document (PLPAD). Programme documentation indicates open communication with local AEIs. An education contract with Health Education England (HEE) is in place. Practice learning partners (PLPs) involved in the development of the programme are East London NHS Trust, Whittington Health NHS Trust, Guy's and St Thomas' NHS Foundation Trust, Barts Health NHS Trust, Islington General Practitioner (GP) Federation and the North London Partnership Shared Services (NLPSS). All PLPs are shared with other established AEIs, except NLPSS who is a new PLP. All PLPs have signed placement agreements which confirm supernumerary status and implementation of Standards for student supervision and assessment (SSSA) (NMC, 2018 updated 2023). Findings of the approval process and our engagement with PLPs during the two-day approval visit confirm evidence of partnership working, with strong commitment from all PLPs for the development of this new provision. There is

evidence in the approval documentation and at the approval visit of engagement with people who use services and carers (PUSCs); this requires further development to ensure the programme is co-produced collaboratively.

LMU is developing its simulated learning facilities, with funding from the Office for Students and HEE. Programme documentation and the approval visit confirm the use of simulated practice learning (SPL). PLPs and students tell us they support the use of SPL. The use of SPL and the application of the SSSA needs to be better articulated by the programme team.

At meetings with senior staff of LMU and senior staff of PLPs we found a strong commitment to supporting the nursing programme to strengthen and help grow the local nursing workforce. A small nursing academic team is in place, with four further appointments pending. There are plans to increase the staff resources for future cohorts. Existing academic staff from other professional programmes including physiotherapy will also contribute to programme delivery.

During the approval visit we visited the clinical simulation centre (CSC), which is due for completion in September 2023, and viewed a virtual demonstration of the facilities the centre will offer, which will include simulation and study space. The simulation centre staffing will include a skills technician and we also reviewed existing simulation space on campus and an on-campus clinic currently used by students studying physiotherapy, sports therapy and dietetics. This existing space will support the first cohort of nursing students if there are any delays in the opening of the new CSC.

LMU has good support services for students, with the students we met at the approval visit confirming support for wellbeing and disability support.

LMU monitors student diversity and awarding gaps. Data linked to equality, diversity and inclusion (EDI) is collated for each module and reported at school and university level. LMU's education for social justice framework (ESJF) underpins the work of the university at all levels. EDI dashboard data from all courses is collated annually.

The programme has been mapped to the FN:SPRN.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the SSSA as conditions apply.

The programme is recommended to the NMC for approval subject to five NMC conditions and four university conditions. Six NMC recommendations, three joint NMC and university recommendations and one university recommendation are made.

Updated 28 July 2023:

Evidence is provided to meet the five NMC conditions. LMU confirm the university conditions are met.

The programme is recommended for NMC approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide an implementation plan showing where and how PUSCs are integrated into programme design, development, recruitment, delivery, evaluation and co-production in a sustainable and timely manner. (SFNME R1.12, R5.5, R5.14) **Selection, admission and progression:** None identified. **Practice learning:** Condition two: Demonstrate how SPL hours will be operationalised and contextualised within the programme including practice supervisor and practice assessor preparation and allocation; provide confirmation of the total SPL hours per student over the programme duration. (SSSA R5.1, R8.1; SPNP R3.4) Condition three: Provide a programme planner that demonstrates the student journey, confirms the weekly student placement hours and assures exposure across all four fields of nursing practice. (SPNP R2.4, R2.9, R3.1, R3.2)

	Condition four: Demonstrate how the curriculum provides an equal balance of theory and practice learning. (SFNME R5.7; SPNP R2.9)
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition five: Detail the governance processes to onboard new PLPs to the programme and provide an accurate PLP list for gateway three. (SFNME R2.13, R2.14; SPNP R3.1)
	Condition six: To review the accuracy, readability and typographical errors present in the documentation, particularly the course and module specifications. (University condition)
	Condition seven: To revaluate and revise all learning outcomes (including the wording of those learning outcomes) ensuring progression is evident within the modules. (University condition)
	Condition eight: To review and revise the assessment strategy ensuring the wording of assessments is clearer, the volume of assessments is re-considered and to also make explicit within the documentation the position on condonement for this course. (University condition)
	Condition nine: To prepare and submit to the panel a contingency plan if there is a delay in the recruiting and onboarding of staff. (University condition)
Date condition(s) to be met:	28 July 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the assessment loading of the programme. (SFNME R5.8, R5.15; SPNP R2.1, R4.4)
	Recommendation two: Consider enhancing the student facing information on the website to

communicate widening participation options. (SFNME R2.6)

Recommendation three: Consider using the programme handbook as the vehicle for providing student information on the process of NMC registration. (SPNP R5.2)

Recommendation four: Consider proposing a review of the placement evaluation form to include feedback on supernumerary status and student confidence in raising concerns. (SPNP R3.7)

Recommendation five: Consider the rescheduling of annual leave to optimise student wellbeing. (SFNME R3.13, SPNP R2.4)

Recommendation six: Consider resource allocation to support private, voluntary and independent PLP growth and support. (SFNME R2.13, R2.14)

Recommendation seven: Consider exploring a more sustainable and co-ordinated approach to onboarding and supporting PUSCs in relation to pre-registration nursing, for example patient advocacy groups. (SFNME R1.12, R5.5) (Joint NMC and university)

Recommendation eight: Consider enhancing the student engagement in co-production of the pre-registration programme. (SFNME R1.12, R5.5) (Joint NMC and university)

Recommendation nine: Consider enhancing the governance and recording process of unconscious bias and EDI training of PUSCs. (SFNME R2.6, R2.7) (Joint NMC and university)

Recommendation ten: To ensure that student facing documentation is clear and concise by removing additional information which could otherwise be present in other appropriate documentation, such as the student handbook. To also ensure documentation has built within it resilience such as placement preparedness. (University recommendation)

Focused areas for future monitoring:	• EDI and unconscious bias training for PUSCs. • Co-production with stakeholders. • Placement capacity; scoping to facilitate growth.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: LMU has provide evidence which demonstrates that all five NMC conditions are met. Programme documentation including a process and guidance for PUSCs for pre-registration nursing healthcare, identifies the recruitment, onboarding processes and an implementation plan. PUSCs form key stakeholders in the SPL oversight group and practice advisory group. Condition one is met. Programme documentation confirms the inclusion of 420 hours of SPL. A multidisciplinary SPL oversight group is being established, with details contained within the SPL governance document. Student SPL agreement and details of the support and preparation of practice supervisors and practice assessors are provided. Condition two is met. Programme documentation and programme planners demonstrate the student journey and offer assurance of exposure to all four fields of nursing practice. Revised programme documentation confirms that students undertake 40 hours per week during placement weeks, including two and a half hours per week reflective practice. Condition three is met. Updated programme planners and module specifications are provided; they offer assurance that the programme provides an equal balance of theory and practice hours. The module specifications and programme planner confirm the programme hours, with 2310 theory hours and 2340 practice learning hours. Condition four is met. Programme documentation clarifies the governance processes for onboarding new placement areas/organisations; this includes a placement agreement, placement audit, placement evaluation form and nurse practice advisory group terms of reference. An accurate PLP list is provided for gateway three. Condition five is met. Confirmation has been received that university conditions have been met and approved by the chair of the conjoint approval panel.

AEI Observations	**Observations have been made by the education institution** YES ☐ NO ☒

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	28 July 2023

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018)   **Standard 1: The learning culture:**   R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders   R1.13 work with service providers to demonstrate and promote inter-professional learning and working   **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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentation and the approval visit confirm that, as a member of the PLPLG, LMU works closely with other AEIs in the area. Through PLPLG they share resources and experiences. PLPs tell us they've been consulted about and have contributed to the design of the programme. They've given feedback on the

curriculum and placement areas and have shared policies with LMU to ensure procedures are clear for students.

LMU's nursing strategic stakeholder group, set up for the development of pre-registration nursing programmes at LMU, will become the practice advisory group (PAG). LMU are confident the PAG will offer co-production of the curriculum and ongoing review and development.

Programme documentation indicates involvement of PUSCs and students in the development of the programme. PUSCs at the approval visit tell us they are enthusiastic about the introduction of a nursing programme at LMU; they tell us they want to be involved in the co-production and delivery of the programme. This requires further development to ensure the programme is co-produced collaboratively. (Condition one)

Documentation suggests the link learning facilitator (LLF) and PLPs will develop strong relationships which offer two-way suggestions for improvements or changes both in theory and practice. Documentation and the approval visit confirm LMU has strong practice-based co-production and collaboration experience. Visits to practice learning settings confirm that positive relationships are in place.

Documentation and the approval visit confirm LMU has met with PLPs to introduce themselves as learning partners. They tell us they're going to provide training and want to develop learning partnerships at all levels of each organisation. Many of the PLPs tell us they offer their own training for the SSSA while others, including smaller, new PLPs, confirm they've had discussions with and will be receiving training through LMU.

PLPs and LMU tell us about the different models of placement allocation, from hosting students for all their practice learning experiences to offering placements as part of a wider circuit of experiences. LMU tell us about the role of LLFs and the placement allocation administrator in working with PLPs to allocate students effectively.

LMU tell us of their vision to provide placements routed in local primary, community, occupational health and social care settings. Programme documentation and the approval visit identifies only one PLP who does not work with existing AEIs. This PLP tells us they are keen to offer placements to a small number of students. LMU will need to work in collaboration with a range of local PLPs to meet this vison, grow placement capacity and facilitate supportive practice learning experiences for students. (Condition five)

Resource allocation to support the growth of private, voluntary and independent practice learning partnership growth is recommended. (Recommendation six)

PLPs confirm they're involved in selection interviews and that it is a two-way process, with prospective students able to ask them questions about what to expect in the practice learning placements.

Practice assessors, practice supervisors and students in placement and at the approval visit tell us about processes in place to manage concerns and support students with reasonable adjustments.

During the placement visits, students from other AEIs tell us about their experiences of raising concerns and confirm they have opportunity to evaluate their practice learning experiences. PLPs tell us about the PLPLG evaluation tool, but that they also ask students to undertake their own placement evaluation as some information, notably supernumerary status and confidence in raising concerns, are not included in the evaluation tool. The programme team may wish to discuss revisions of the evaluation tool with the PLPLG. (Recommendation four)

The ESJF across all programmes ensures LMU focusses on students from non-traditional backgrounds. LMU's aim is for the programme to be inclusive and engaging with the sociocultural diversity of the students. They tell us that teaching, learning and assessment allows for the promotion of different learning styles, and enables students to gain an understanding of the multidisciplinary areas of adult nursing. PLPs tell us they're excited to work with an AEI which offers local placements to local students who will stay in the area once qualified, supporting local workforce plans. They hope the programme will attract mature students and those from a range of backgrounds and they're committed to employing local people. More explicit reference to this ethos could be evident on LMU's website. (Recommendation two)

LMU believe their existing health and care professions council approved programmes, including dietetics, physiotherapy, exercise and sports therapy, offer opportunities for inter-professional learning with sharing of academic expertise and teaching and learning resources. Placements will be offered in university clinics such as injury and rehabilitation where students will be supervised by staff who will be trained as a practice supervisor. Current students from dietetics and nutrition and sports therapy tell us they're excited to work and learn alongside nursing students, and this will allow a greater understanding of roles and how to treat patients holistically.

Documentation shows a plan to work together in partnership across disciplines, with PLPs and PUSCs, to provide a wide range of opportunities for students to work and learn in inter-professional teams. The programme team tell us the new CSC will enhance these opportunities. Students from other AEIs tell us they work alongside and learn from a range of professionals on practice learning placements.

PUSCs tell us they've been involved in selection processes, undertaking group interviews using questions provided by LMU. They've worked with students from

other disciplines undertaking role play and scenarios for which they feel well supported by LMU, through pre-planning and debriefing. They tell us they feel valued by both LMU and the students they work with. They're excited about plans to be involved in activities with nursing students. They confirm they're a small group of active PUSCs, with the need to explore a more sustainable and co-ordinated approach to onboarding and supporting PUSCs in relation to pre-registration nursing, including working with local patient advocacy groups. (Recommendation seven)

PUSCs tell us they are supported by the academic team and tell us about the opportunities they have to undertake developmental activities. A more robust method to record PUSC engagement with EDI and unconscious bias training is recommended. (Recommendation nine)

Programme documentation and the programme team tell us that LMU consulted students from a local further education college to ask what prospective students are looking for in a nursing programme. Student union representatives supported the planning of the programme with allied health professional (AHP) students asked to take part in staff recruitment. At the approval visit, students tell us they think it is an excellent idea for LMU to offer nursing and how they'll benefit from each other, but only one student at the visit knew of the planned adult nursing programme. (Recommendation eight)

All students at the approval visit tell us about the positive learning culture of LMU and how they feel supported during theory and when undertaking placements.

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** ☒

Programme documentation tells us that PUSCs were involved in the development of the programme, but PUSCs at the approval visit tell us they really welcome the adult nursing programme and have been involved in interviewing nursing students, but not in the co-production of the programme and they are unclear of how they will be involved in the delivery.

Condition one: Provide an implementation plan showing where and how PUSCs are integrated into programme design, development, recruitment, delivery, evaluation and co-production in a sustainable and timely manner. (SFNME R1.12, R5.5, R5.14)

PLPs working with other AEIs are positive about LMU offering adult nursing and have capacity to offer placements to LMU students. To grow placement capacity and to meet the local community focus of LMU, a robust process to onboard new

PLPs is required. LMU need to ensure the PLP list uploaded at gateway three is accurate.

Condition five: Detail the governance processes to onboard new PLPs to the programme and provide an accurate PLP list for gateway three. (SFNME R2.13, R2.14; SPNP R3.1)

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

MET ☒   NOT MET ☐

Post Event Review

Identify how the condition is met:

Condition one: Programme documentation, including a process and guidance for PUSCs for pre-registration nursing healthcare, identifies the recruitment and onboarding processes. PUSCs form key stakeholders in the SPL oversight group and practice advisory group. Condition one is met.

Evidence:

Process and guidance for people who use services for pre-registration nursing healthcare, undated
Simulated practice working group minutes, 8 June 2023
Simulated practice working group minutes, 15 June 2023
Simulated practice working group minutes, 22 June 2023
Nursing practice advisory group terms of reference, undated

Condition five: Programme documentation clarifies the governance processes for onboarding new placement areas/organisations; this includes a placement agreement, placement audit, placement evaluation form and nurse practice advisory group terms of reference. An accurate PLP list is provided for gateway three. Condition five is met.

Evidence:

Governance practice learning v6, undated
Template placement agreement, undated
PLPLG practice learning environment approval V19 pan-London, undated
Student practice evaluation form updated, undated
Nursing practice advisory group terms of reference, undated

Date condition(s) met: 28 July 2023

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

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

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

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

    YES ☒   **NO** ☐

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

    YES ☒   **NO** ☐

- Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

    YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

  YES ☒   **NO** ☐

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. Programme documentation including the university and school recognition of prior learning (RPL) policy and guidance clearly set out the processes required for up to a maximum of 50 percent RPL. This includes credit transfer and experiential learning accreditation.

- 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. Programme documentation including the school RPL policy and guidance identifies how prior learning will be mapped to the programme and sets out the processes required to permit RPL to allow currently registered and practising nurses from the child, mental health or learning disabilities field to use RPL mapped against the adult nursing 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. The ongoing achievement record (OAR) and PLPAD are linked to proficiency outcomes in numeracy, literacy and digital and technological literacy. Students are supported in the practice learning setting by practice supervisors and practice assessors to achieve these proficiencies.

Academic success mentors, personal academic tutors and module leaders will provide students with learning support. Module specifications set out assessment and grading criteria for each assessment.

Programme documentation states students will be provided with timely, clear and diverse forms of formative feedback to help them improve and to meet programme outcomes. The students at the approval visit studying dietetics and sports therapy confirm the formative feedback they receive supports their learning and progression and helps them in summative assessments.

Numeracy is developed through the biosciences and pharmacology strands and is further supported through the development of research skills and the use of basic statistical data.

Critical reflection and the appraisal of research literature develops students' literacy, with some modules using journal clubs to encourage student reading, writing and presentation.

The digital literacy checklist highlights where students will gain and develop necessary digital and technological literacy.

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.

As a new AEI, there are no existing students to transfer on to the adult nursing programme.

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

As a new AEI, there are no existing students to transfer to the SSSA.

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: 17 May 2023

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met:　　　**MET** ☐　　　**NOT MET** ☐ N/A

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC _Standards framework for nursing and midwifery education_ R2.2 comply with the NMC _Standards for student supervision and assessment_ R2.3 ensure that programme learning outcomes reflect the _Standards of proficiency for registered nurses_ and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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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)

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☐   **NOT MET** ☒

R2.4 is not met. Programme documentation and the programme team at the approval visit did not offer assurance of how the design and delivery of the programme will support students to have experience across all four fields of nursing. Module specifications provide broad themes related to across lifespan content and learning disabilities. No sample placement planner is included in the programme documentation indicating how students will have exposure to the four fields of practice. (Condition three)

Programme documentation confirms LMU will focus on practice placements in primary, community and social care. They tell us that these settings will give students exposure to all four fields of nursing, such as mental health and children's nursing in primary care, health visiting and district nursing, with learning disabilities and mental health experiences in social care. There is no model for students to experience these across field placements, such as the use and recording of spoke placements. The programme team tell us virtual and SPL could be used to provide some across field experiences. Students will also learn from those with lived experience of health and social care. There are plans for associate and guest lecturers from all four fields of nursing and allied health professionals to deliver content to students. (Condition three)

PLPs and students we met on placement visits from other AEIs confirm they're exposed to all four fields of nursing practice and are confident to ask for spoke placements to meet any missing requirements. One PLP tells us they've planned and mapped areas which might not be easily available in practice, such as children

and young people, mental health and learning disabilities, and developed scenarios to support four field exposure.

The programme planner indicates seven weeks of annual leave per year, but this is not distributed across the year. (Recommendation five)

- 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. Programme documentation confirms that LMU does not offer programmes in learning disabilities, mental health or children's nursing and states students undertaking the programme will only be eligible to enter the register in the adult field.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

- There is evidence 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. Module specifications identify the mathematical elements of the programme, which are designed to prepare students in pharmacological aspects, will be assessed in each part, both in practice placements and theoretical modules. Programme documentation details where content in relation to the law,

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safeguarding, consent, pharmacology and medicines administration and optimisation are delivered and assessed throughout each part of the programme.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☐   **NOT MET** ☒

R2.9 is not met. Programme documentation and the course team at the approval visit did not offer assurance of how the design of the programme provides an equal balance of theory and practice learning. (Condition four)

Programme documentation, including the module specifications and programme planner for year one, shows an unequal balance of hours for theory and practice to be achieved across the three years of the programme. Theory hours are in excess of 2800 hours. The staggered nature of the hours across the programme mean that students would be required to study over 40 hours per week in year three to meet the theory hours documented in the module specifications. Placement hours are 2360 hours and this includes 600 hours of SPL.

Programme documentation and the programme team tell us that practice learning hours are planned at 40 hours per week on placement. The programme team tell us reflective hours are incorporated into the placement weeks. No reflective hours are identified as being included in placement hours. PLPs tell us they will support 37.5 hours. (Condition three)

LMU plan a spiral curriculum with teaching and learning delivered through a combination of lectures, blended learning, practical sessions, seminars, tutorials, case studies and workshops. They hope to promote a community of learning and practice with PLPs and other LMU departments such as dietetics, physiotherapy, and sports therapy.

Programme documentation indicates that external examiner process and policies are in place.

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 programme is only provided in the English language.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

The proposed programme leads to registration as an adult nurse only.

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

  YES ☐   **NO** ☐   **N/A** ☒

The proposed programme leads to NMC registration as an adult nurse only.

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

  YES ☐   **NO** ☒

Programme documentation, particularly the module specifications do not demonstrate an equal balance of theory and practice hours, with over 2800 theory hours and 2360 practice hours. (Condition four)

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** ☒

Programme documentation does not provide assurance that students will be exposed to all four fields of practice across theory and practice setting. The

documentation does not confirm how across field of practice experiences are monitored. The weekly hours required to complete the programme lack clarity. A programme planner demonstrating the student journey across the programme is required.

Condition three: Provide a programme planner that demonstrates the student journey, confirms the weekly student placement hours and assures exposure across all four fields of nursing practice. (SPNP R2.4, R2.9, R3,1, R3.2)

Programme documentation, particularly the module specifications do not demonstrate an equal balance of theory and practice hours, with over 2800 theory hours and 2360 practice hours.

Condition four: Demonstrate how the curriculum provides an equal balance of theory and practice learning. (SFNME R5.7; SPNP R2.9)

Date: 17 May 2023

Post event review

Identify how the condition(s) is met:

Condition three: Programme documentation and programme planners demonstrate the student journey and offers assurance of exposure to all four fields of nursing practice. Revised documentation confirms that students undertake 40 hours per week during placement weeks, including two and a half hours per week reflective practice. Condition three is met.

Evidence
V4.0 C2 C4 overview year planner 2023-2026, undated
V2 C4 BSc nursing adult three year student planner, undated
FINAL NR4000 Foundations of professional practice, undated
NR6002 Leadership collaboration and integrated care in practice, undated
Practice learning handbook, July 2023

Condition four: Updated programme planners and module specifications are provided; they offer reassurance that the programme provides an equal balance of theory and practice hours, with 2310 theory hours and 2340 practice learning hours. Condition four is met.

Evidence
Narrative NMC condition four, undated
V4.0 C2 C4 Overview year planner 2023-2026, undated
V2 C4 BSc nursing adult three-year student planner, undated
FINAL AQD006 BSc nursing adult course specification template V3, undated
V3.0 FINAL London Metropolitan adult nursing course handbook, undated
Revised article 31 mapping document, undated
Practice learning handbook, July 2023

FINAL AQD008-Nursing adult assessment map, undated
FINAL NR4W02 Practice part one, undated
FINAL NR4000 Foundations professional practice, undated
FINAL NR4001 Introduction to biosciences for nursing, undated
FINAL NR4002 was NR4050 Introduction to adult nursing in primary, undated
FINAL NR4051 Understanding and promoting health and wellbeing, undated
FINAL NR5W02 Practice module two, undated
FINAL NR5000 Developing adult nursing care in the acute sector, undated
FINAL NR5001 Pharmacology and medicines management, undated
FINAL NR5050 Nursing consultation, undated
FINAL NR5051 Working with the evidence base and beyond, undated
FINAL NR6P00 Research and innovation dissertation, undated
NR6002 Leadership collaboration and integrated care in practice, undated
FINAL NR6W02 Practice part three, undated

Date condition(s) met: 28 July 2023

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

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:

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

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

Findings against the standard and requirements

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

- 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)

<div align="right">

MET ☐   **NOT MET** ☒

</div>

R3.1 is not met. Programme documentation shows students will undertake practice placements in a variety of healthcare settings with a focus on local, primary, community and social nursing care. Placements could be in care homes, private homes, occupational health departments, acute placements, GP surgeries, and in telehealth.

Documentation states LMU's values-based approach aims to help students to develop the skills and abilities to fight health inequalities faced by the diverse populations in London.

The draft practice learning plan shows that placements are intended to introduce students to nursing of the fittest in part one, through occupational health, primary and community care and home care. They'll move in part two to the deteriorating patient in inpatient, acute, surgical and emergency settings with part three focussing on leadership, management and collaboration.

Throughout each part of the programme, simulation is planned to support students to develop the range of skills required to practise in acute, primary, community or social care settings.

PLPs confirm they offer hub and spoke placements to ensure students have experience across the four fields of practice.

The programme documentation needs to clarify the student journey and offer assurance that all students will experience the differing fields of nursing practice. (Condition three)

PLPs confirm they have sufficient capacity and resources, including practice supervisors and practice assessors, to support students to deliver safe and effective care. Visitors were unable to visit GP practice settings (Islington GP Federation) due to clinical pressures and staff sickness. Whilst we did meet with the training hub and workforce development lead at Islington GP Federation at the approval visit, we were unable to meet their practice supervisors and assessors. (Condition five)

Students from other AEIs tell us they experience a range of opportunities across the four fields and the lifespan. They tell us that the community team offers the opportunity to work with PUSCs with complex needs and comorbidities and they're able to have lots of their placement proficiencies signed for. They tell us PLPs include them in skills teaching sessions which further develop their learning and skills.

Students confirm they feel confident to raise or escalate any concerns with practice learning staff.

PLPs confirm they value students coming into the practice learning environment with skills developed in SPL. Some PLPs tell us the complex and challenging needs of some of their community patients are such that placements are not appropriate for year one students. Students in the community team confirm this. The practice education manager tells us there are some areas within the community team that can be considered for year one students and that placements are carefully considered and allocated.

- 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 not met. Programme documentation and the approval visit confirm collaboration and engagement with primary, community and acute PLPs to ensure that students experience placements in a wide range of clinical settings.

Students from other AEIs tell us they have opportunities to meet the holistic needs of people of all ages. They tell us they can follow the patient's journey and are able to work with specialist clinical nurses, such as diabetes, incontinence and tissue viability to facilitate this. Documentation provided by LMU does not articulate the student journey allowing exposure to all four fields of nursing practice. (Condition three)

PLPs confirm sufficient practice supervisors and practice assessors who undergo initial training with annual updates. They tell us the electronic practice assessment document (e-PAD) is a useful tool and is used to link with the academic assessor,

while the superuser account allows them to oversee progress and identify any gaps in students' learning which they address with the students.

Students confirm they're allocated named practice supervisors and practice assessors. PLPs and students from other AEIs tell us tripartite meetings between students, practice assessors and academic assessors agree progression.

Students and PLPs confirm students are supernumerary. Students' evaluations of practice learning are completed and shared with the AEI and relevant clinical areas and teams.

- 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. PLPs tell us that students have opportunity to develop communication and relationship skills and nursing procedures. Students from other AEIs confirm that their range of placements allows them to meet the proficiencies by working with a range of PUSCs.

Programme documentation shows that SPL supports students in developing specific skills, for example in mental health assessment or in assessing mental capacity. Simulation also offers students further opportunities to work through scenarios with people with lived experience from the BeSpoke group and clinical actors.

PLPAD will be used to record students' progress and achievements in relation to communication and relationship management skills.

- 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 not met. Programme documentation and discussion at the approval visit do not offer assurance that 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 nursing. LMU's plan includes 600 hours of SPL across the three years of the programme which will include the use of LMU's clinical simulation centre and clinics, such as for injury and rehabilitation. It is unclear if the planned skills and

simulation meet the requirements of SPL. It is unclear how SPL will be delivered to meet SSSA requirements. (Condition two)

The new clinical simulation centre is due to open to students in September 2023 with students supported in their learning by a simulation technician and nursing academics, with a specific focus on clinical skills. They will be supported by associate lecturers currently working in healthcare settings. Facilities will replicate ward, critical care, home care, primary care clinics and telehealth settings for students to develop and practise skills. An immersive virtual reality simulation facility is planned to allow students to experience and practise in high-risk situations in a safe environment.

Documentation and the approval visit confirm that some alternative provision is available for ward-based simulation and skills development if the building programme falls behind schedule. This will be in the dietetics and nutrition, physiotherapy and sports therapy facilities. LMU tell us certain equipment and SPL areas, such as the ward area, will be prioritised should delays occur.

- 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. Students tell us they can be referred or self-refer to LMU's disability and dyslexia service (DDS). The individual needs assessment report (INAR) considers both theory and practice. The DDS team works with the academic team to identify where adjustments in practice placements may be made.

PLPs confirm they make reasonable adjustments, such as a delayed start to the shift for a student experiencing morning sickness. They're committed to maintaining confidentiality and have frequent conversations with students about hidden disabilities and how, if shared with them, they can act. They also encourage students to share information with the AEI in order to get the relevant support at the university.

Students from other AEIs tell us they're well supported by PLPs and that reasonable adjustments are made.

LMU students confirm excellent support from the academic team to allow for disabilities and individual circumstances. They tell us how LMU support them with ensuring their INAR is in place on practice learning placement. Others tell us they've had adjustments made for caring responsibilities when on practice learning placement.

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

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- 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** ☒

PLPs working with other AEIs are positive about LMU offering adult nursing and have capacity to offer placements to LMU students. To grow placement capacity and to meet the local community focus of LMU, a robust process to onboard new PLPs is required. LMU need to ensure the PLP list uploaded at gateway three is accurate. (Condition five)

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

YES ☐   **NO** ☒

Assurance is not provided that SPL will be delivered to meet SSSA requirements. (Condition two)

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

Programme documentation and discussion at the approval visit do not offer assurance that 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 nursing.

Condition two: Demonstrate how SPL hours will be operationalised and contextualised within the programme including practice supervisor and practice assessor preparation and allocation; provide confirmation of the total SPL hours per student over the programme duration. (SSSA R5.1, R8.1; SPNP R3.4)

Programme documentation does not provide assurance that students will be exposed to all four fields of practice across the practice setting. The documentation does not confirm how across field of practice experiences are monitored.

Condition three: Provide a programme planner that demonstrates the student journey, confirms the weekly student placement hours and assures exposure across all four fields of nursing practice. (SPNP R2.4, R2.9, R3.1, R3.2)

PLPs working with other AEIs are positive about LMU offering adult nursing and have capacity to offer placements to LMU students. To grow placement capacity and to meet the local community focus of LMU, a robust process to onboard new PLPs is required. LMU need to ensure the PLP list uploaded at gateway three is accurate.

Condition five: Detail the governance processes to onboard new PLPs to the programme and provide an accurate PLP list for gateway three. (SFNME R2.13, R2.14; SPNP R3.1)

Date: 17 May 2023

Post event review

Identify how the condition(s) is met:

Condition two: Programme documentation confirms the inclusion of 420 hours of SPL. A multidisciplinary SPL oversight group is being established, with SPL governance guidelines clarifying SPL activities. Student SPL agreements detail the support and preparation of practice supervisors and practice assessors which meets the requirements of the SSSA. Condition two is met.

Evidence
SPL Governance v.5, undated
V4.0 C2 C4 Overview year planner 2023 2026, undated
V2 C4 BSc Nursing adult three-year student planner, undated
Nursing AHP student SPL agreement v5, undated
Support and preparation SPL practice for supervisors and assessors nursing, undated

Condition three: Programme documentation and programme planners demonstrate the student journey and offers assurance of exposure to all four fields of nursing practice. Revised documentation confirms that students undertake 40 hours per week during placement weeks, including two and a half hours per week reflective practice. Condition three is met.

Evidence
V4.0 C2 C4 Overview year planner 2023-2026, undated
V2 C4 BSc nursing adult three-year student planner, undated
FINAL NR4000 Foundations of professional practice, undated
NR6002 Leadership collaboration and integrated care in practice, undated

Condition five is met: Programme documentation clarifies the governance processes for onboarding new placement areas/organisations; this includes a

placement agreement, placement audit, placement evaluation form and nurse practice advisory group terms of reference. An accurate PLP list is provided for gateway three.

Evidence
Governance practice learning v6, undated
Template placement agreement, undated
PLPLG Practice learning environment approval V19 pan-London, undated
Student practice evaluation form updated, undated
Nursing practice advisory group terms of reference, undated
V4.0 C2 C4 Overview year planner 2023-2026, undated
V2 C4 BSc Nursing adult three-year student planner, undated

Date condition(s) met: 28 July 2023

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

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

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

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

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

Findings against the standards and requirements

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

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

  MET ☒   **NOT MET** ☐

R4.1 is met. LMU is a member of the PLPLG which aims to develop and provide a
consistent approach to PLPs. Roles and responsibility for the practice supervisor,
practice assessor and academic assessor are clearly detailed in the PLPAD.

LMU is in the process of appointing lecturers and associate lecturers to act as
personal academic tutors, academic assessors and link learning facilitators to
support students in theory and ensure assessment and supervision in practice.

PLPs confirm that their own training for practice supervisors and practice
assessors is in place and that LMU has also offered training and support. Practice
assessors and practice supervisors confirm they receive annual update training
which includes the use of the e-PAD. All PLPs and students confirm that academic
assessors are in place and that they work with the practice assessor to agree
progression through tripartite meetings.

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

  MET ☒   **NOT MET** ☐

R4.2 is met. LMU tell us support, supervision, learning and assessment will be
monitored through termly PAG meetings attended by nursing academics and
PLPs. The PAG will ensure that local registers of practice assessors are kept up to

date. They'll review students' supernumerary status, changes to placement provision and discuss any areas for concern or share good practice in supporting student learning in placements.

LLF's will help to ensure quality practice learning experiences for students. They'll provide guidance and support to students, practice assessors and practice supervisors and provide monthly reports to the PAG. Practice supervisors, practice assessors and academic assessors are prepared for their roles through the PLPLG guidance documents, updated September 2022.

Practice learning teams including practice education facilitators and practice development managers confirm robust processes are in place to meet the SSSA.

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

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

<div align="right">

YES ☒   **NO** ☐

</div>

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

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

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.4 is met. Programme documentation details the assessment strategy, with many modules having multiple assessments. The programme team may wish to consider reviewing the assessment loading of the programme. (Recommendation one)

Module specifications show a range of assessments used to assess learning outcomes including practice-based assessment of skills, essays, reflective accounts, inter-professional group presentations, research projects and objective structured clinical examinations (OSCEs).

Modules set out assessment and grading criteria for each assessment. Students are encouraged to become reflective practitioners and to improve their practice through feedback from PUSCs, peers, tutors, practice assessors and practice supervisors.

LMU students tell us feedback is timely and effective and moves their learning forward. They confirm formative feedback is helpful.

- 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. Proficiencies and professional conduct standards have been mapped across the programme. Programme taught content has been mapped across the SPNP and FN:SPRN to ensure that all proficiencies and professional conduct standards are covered.

The pan-London e-PAD will be used and details all standards of proficiency. Practice assessors and academic assessors monitor students' skills development across placement and practice modules through the e-PAD.

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

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

  YES ☒   **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

  YES ☒   **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

  YES ☒   **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

  YES ☒   **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

  YES ☒   **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses

responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

YES ☒   NO ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 17 May 2023

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

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:
 	
• The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)
 	
       YES ☒   **NO** ☐
 	
• Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. (R5.2)
 	
       YES ☒   **NO** ☐
 	
Fall Back Award
If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award
 	
       YES ☒ **NO** ☐ **N/A** ☐
 	
Documentation confirms LMU will provide a fall back exit award of a non-honours degree, BSc nursing (adult), which permits registration as a nurse. This award is fully mapped to the NMC standards and proficiencies.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 17 May 2023

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
No apprenticeship route is proposed.

List additional documentation:

Simulation of practice as an alternative to placement hours: our position statement, undated
Placement evaluation questions, undated
Nursing service user and carer strategy LMU, May 2023
LMU NMC HR statement, May 2023
QD010 Digital literacy checklist nursing, May 2023
BSc adult nursing plan 2023-23, May 2023

v2 narrative NMC conditions and recommendations, undated
Narrative NMC condition four, undated
Chairs action on further evidence NMC validation, undated
Further approval, 21 July 2023
Process and guidance for people who use services for pre-registration nursing healthcare, undated
Simulated practice working group, minutes, 8 June 2023
Simulated practice working group, minutes, 15 June 2023
Simulated practice working group minutes, 22 June 2023
Nursing practice advisory group terms of reference, undated
Governance practice learning v6, undated
SPL governance, undated
Template placement agreement, undated
PLPLG practice learning environment approval V19 pan-London, undated
Student practice evaluation form updated, undated
V4.0 C2 C4 Overview year planner 2023-2026, undated
V2 C4 BSc nursing adult three-year student planner, undated
FINAL AQD006 BSc Nursing adult course specification template V3, undated
V3.0 FINAL London Metropolitan adult nursing course handbook, undated
Revised Article 31 mapping document, undated
Practice learning handbook, July 2023
FINAL AQD008-Nursing adult assessment map, undated
FINAL NR4W02 Practice part one, undated
FINAL NR4000 Foundations professional practice, undated
FINAL NR4001 Introduction to biosciences for nursing, undated
FINAL NR4002 WAS NR4050 Introduction to adult nursing in primary, undated
FINAL NR4051 Understanding and promoting health and wellbeing, undated
FINAL NR5W02 Practice module two, undated
FINAL NR5000 Developing adult nursing care in the acute sector, undated

FINAL NR5001 Pharmacology and medicines management, undated FINAL NR5050 Nursing consultation, undated FINAL NR5051 Working with the evidence base and beyond, undated FINAL NR6P00 Research and innovation dissertation, undated FINAL NR6W02 Practice part three, undated NR6002 Leadership collaboration and integrated care in practice, undated	
Additional comments: None identified.	

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Seven students from other AEIs during placement visits: Master of Science (MSc) nursing (adult nursing x three and dual award adult and mental health nursing x one) Children's nursing student year one x one Nursing associate apprentice year one x one Adult nursing student year two x one At LMU approval visit: BSc Dietetic and nutrition students (year one x one, year three x one, year four x three) MSc Dietetics year two x one MSc Sports therapy x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: No apprenticeship route is proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐

If practice learning environments are visited, state where visited/findings:

East London Foundation Trust (ELFT)
We met with one practice educator, two practice assessors, one practice supervisor and four nursing students from another AEI.
ELFT confirmed capacity for a small number of LMU students and have been involved in the development of the adult nursing programme. ELFT are positive about LMU offering adult nursing. Practice assessors and practice supervisors are able to confidently discuss their role and preparation and understood the role of the academic assessor. ELFT practice education team confirmed they are content to use the e-PAD.

ELFT provides an adult only service but can use spokes for other age groups. Students and the education practice team confirm how to raise concerns. Lots of different learning opportunities were identified by the ELFT practice education team.

Whittington Health (WH) NHS Trust
Met with deputy chief nurse, lead nurse for student experience and talent management, one practice supervisor/assessor, two practice educators and three students.
Visited one ward setting.
Very positive about LMU starting adult nursing.
WH like their ethos of community nursing and nurses from the local community.
WH are part of the programme development team and are able to explain how they had influenced the programme.
One practice educator had been involved in a selection event and found it very rewarding.
Learning opportunities discussed and opportunities for across field of practice experiences in place.
Placement capacity modelling indicates they have capacity for LMU students.

	YES	NO
System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list:
The Whittington Hospital Care Quality Commission (CQC) report, 28 April 2023
Barts Health NHS Trust CQC report,12 February 2019
Guy's and St Thomas' NHS Foundation Trust CQC report, 23 July 2019

If you stated no above, please provide the reason and mitigation:
Additional comments: None identified.

Issue record			
Final Report			
Author(s):	Jennifer Pinfield Sandra Stevenson	Date:	30 May 2023
Checked by:	Pamela Page	Date:	5 June 2023
Submitted by:	Amy Young	Date:	14 August 2023
Approved by:	Leeann Greer	Date:	15 August 2023