

Programme approval visit report

Section one

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| Programme provider name: | City, University of London |
| In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i> | East London Foundation Trust Homerton Hospital NHS Foundation Trust University College London Hospitals NHS Foundation Trust Central & North West London NHS Foundation Trust Homerton University NHS Trust Barts Health NHS Trust North Middlesex NHS Trust The Tavistock & Portman NHS Foundation Trust Private voluntary and independent healthcare providers |
| Programmes reviewed: | Pre-registration nursing (adult, child and mental health) |
| Title of programme(s): | BSc Nursing (Adult), MSc Nursing (Adult) BSc Nursing (Mental Health), MSc Nursing (Mental Health) BSc Nursing (Child), MSc Nursing (Child) MSc Nursing (adult and mental health) |
| Date of approval visit: | 20 March 2019 |
| Programme start date: | 16 September 2019 |
| Academic level: | England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 |
| QA visitor(s): | Registrant Visitor: Monica Murphy Lay Visitor: Carole Rowe |

Section two

Summary of review and findings

The school of health sciences (the school) at City, University of London presented programme documentation for the approval of a three-year full-time BSc (Hons) nursing (adult, child, mental health) programme; a two-year and four months full-time MSc nursing (adult, child, mental health); and, a four-year dual award MSc nursing in the fields of adult and mental health nursing.

The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and future nurse: Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped within the programme.

Programme documentation and the approval process confirm evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). PLPs include national health service (NHS) organisations, and independent and private healthcare providers within a relatively close geographical area of London. The AEI has effective partnerships with service users and carers (SUCs), allied health professionals and students. All stakeholders have collaborated in the co-production of this programme.

A key feature is the adoption of the pan London practice assessment document (PLPAD) for pre-registration nursing which was developed across 14 AEIs and associated PLPs in the London area.

The Standards framework for nursing and midwifery education (NMC 2018) are not met at programme level.

The Standards for student supervision and assessment (NMC 2018) are met at programme level.

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

Updated 5 April 2019

Evidence was provided to meet the condition. The condition and related standard are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

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| Recommended outcome to the NMC: | Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to |
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| | specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i> | Effective partnership working: collaboration, culture, communication and resources: None identified Selection, admission and progression: None identified Practice learning: None identified Assessment, fitness for practice and award: None identified Education governance: management and quality assurance: Condition one: The AEI must change the programme specification and student facing documents to reflect minor amendments to the number of simulated practice hours. (Standards framework for nursing and midwifery education R3.2. Standards for pre-registration nursing programmes R2.1) |
| Date condition(s) to be met: | 5 April 2019 |
| Recommendations to enhance the programme delivery: | Recommendation one: Update teaching and learning classification in the module specifications to align with the higher education statistics agency (HESA) for the purposes of data collection. (AEI recommendation) |
| Focused areas for future monitoring: | |

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided documentation which clearly demonstrates amendments to simulated practice hours. The condition is now met.

AEI Observations

Observations have been made by the education institution

YES NO

Summary of

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| observations made, if applicable | |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | 5 April 2019 |

Section three

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

| Partnerships |
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| <p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p> |
| <p>Please refer to the following NMC standards reference points for this section:</p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> |

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit demonstrate effective partnerships between the school and all stakeholders. We found evidence of co-production in the design, development, planned delivery and evaluation of the programme with the school, PLPs, SUCs and students.

The school has robust policies and processes for programme governance which stakeholders have confidence in. There are established communication pathways at strategic and operational levels between PLPs and the school for effective partnership working. The school and PLPs act quickly when any student or

practice learning related issue is escalated and work to resolve these in a timely fashion.

We found an established SUC group called SUCAB (service user and carer advisory board). SUCs are involved in the co-production of the programme which going forward will be through a specific advisory group. SUCs tell us they participate in student recruitment, programme delivery, student assessment and programme evaluation. They confirmed they feel valued and their voice is heard.

Students told us they have effective partnership working with the school which is formalised through a student learning agreement which sets out mutual roles and responsibilities for student learning and support. Students have multiple and effective mechanisms of support in the school and practice learning environments. Students tell us their feedback is acted on. We found students were consulted about the development of the programme and they told us where their comments have influenced the content of the proposed new programme.

Documentary evidence and the approval process demonstrate ongoing effective partnership with PLPs. Through a skills survey of their nursing staff PLPs are proactively identifying registrant healthcare professionals who can support students to develop their skills to meet the Standards of proficiency for registered nurses. The school and PLPs participate in the pan London practice learning group which has co-produced the PLPAD. PLPs understand their responsibilities in meeting the Standards for student supervision and assessment. There is joint responsibility between the school and PLPs in identifying and preparing practice supervisors and practice assessors, and how they will work with academic assessors in this new model of practice learning, student support, supervision, and assessment.

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

Please provide any narrative for any exceptions

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

MET NOT MET

Please provide any narrative for any exceptions

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

adult, mental health, learning disabilities and

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

R1.7 support students throughout the programme in continuously developing their

abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

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

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES NO

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

YES NO

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO

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

YES NO

Provide an evaluative summary from your documentary analysis and

evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

MET **NOT MET**

R1.5 is met. There are regulations that allow up to 50 percent recognition of prior (RPL). We found requirements and processes are detailed in the programme specifications for each pre-registration nursing route and comply with the university regulations which allow applicants to RPL up to 50 percent of the pre-registration nursing programme. Mapping shows compliance with Article 31(3) of Directive 2005/36/EC. Mapping documentation and marking criteria for RPL claims are comprehensive. Samples of written feedback to students demonstrate fair application of the RPL criteria. All RPL claims are presented at a progression assessment board. The programme team and documentary evidence confirm RPL claims are scrutinised by external examiners for each field of nursing practice.

For the MSc nursing route successful RPL against 675 theory hours and 500 practice learning hours can be made. This is mapped against the stage one programme outcomes for the BSc (Hons) programme and is assessed at academic level six. For RPL, a written assessment to demonstrate transferable skills into nursing on cognition, knowledge, understanding, values and attitudes must be passed. The MSc nursing adult and mental health (dual award) requires RPL of both theory and practice hours before commencement of the programme.

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

MET **NOT MET**

R1.6 is met. There are regulations that allow more than 50 percent RPL which apply to applicants who are already registered with the NMC as a nurse in one field of practice and who wish to RPL towards a second registration in a different field of nursing practice in the MSc route. RPL can be more than 50 percent of the programme. RPL requirements are mapped to the Standards of proficiency for registered nurses and programme outcomes. Negotiation of RPL requirements for gaining a second registration occurs on an individual basis taking into account the applicant's current field of practice and post-registration clinical experience.

- 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 (ORA) 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. We found numeracy, literacy, digital and technological literacy is evident across the admissions process, and in curriculum content for theory and practice modules. They are mapped against the Standards of proficiency for registered nurses and programme outcomes. The PAD and ongoing record of achievement (ORA) give explanations to both students and practice supervisors about achieving the proficiencies and programme outcomes.

We found extensive and well-signposted support mechanisms for students to develop their abilities in numeracy, literacy, digital and technological literacy. Numeracy skills are developed across the programme regarding medicines management, with numeracy summatively assessed in the 'principles of prescribing' module where the pass mark is 100 percent. Students are signposted to SN@P education and assessment, an online specialist training provider for developing numeracy skills for clinical-based applications including drug calculation.

Literacy skills are developed in the programme through written assignments as students' progress. Support for literacy skills can be sought from the university learning success team. This is a dedicated academic support service. A member of the learning success team is based in the school on a weekly basis to give one-to-one support and appointments are available outside this time. Personal tutors can refer students for academic learning support and students can self-refer. The programme handbook points students to these support services. The programme team confirm these support services. Students say they can get help with numeracy, digital and technology literacy if they need it.

Blended learning and flipped classroom are two approaches to developing digital literacy skills through the virtual learning environment, Moodle. Students are taught by the subject librarian for nursing and midwifery how to undertake electronic database searches to support their academic writing. Students can book individual training sessions on topics such as performing a literature review, accurate citation and referencing. Digital and technological literacy is a specific component of the 'communication and caring' principle of the programme and is mapped across various modules.

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

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

YES **NO**

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

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

MET **NOT MET**

Existing pre-registration nursing students are not transferring on to the proposed programme. Students confirmed this. Students studying the programme approved against the Standards for pre-registration nursing education (NMC, 2010) will transfer to the Standards for student supervision and assessment (SSSA) (NMC, 2018) from September 2019. An amended PLPAD specifically for transferring current students to the SSSA will be used from September 2019. The programme team told us emails and targeted workshops are used to inform students of the supervision and assessment changes related to the SSSA. PLPs confirmed their understanding of new roles for supporting student supervision and assessment. There is a planned programme of roadshow events informing practice learning personnel of these changes.

There are detailed arrangements for up to 50 percent RPL of any students returning from interrupted study who commenced their programme under the Standards for pre-registration nursing education (NMC, 2010). These include measures to meet learning outcomes and outstanding proficiencies. This RPL process will be undertaken with individual students by their programme director.

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

MET **NOT MET**

There is evidence that NMC registered nurses can RPL more than 50 percent of the programme. RPL is mapped to the Standards of proficiency for registered nurses and programme outcomes.

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 27 March 2019

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out

in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. There are changes to the number of simulation hours published in the programme. These changes are due to the availability of practice learning staff with the required clinical skills to teach, supervise and assess students in the practice learning environment. These include some of the skills identified in annexe B of the Standards of proficiency for registered nurses.

Condition one: The AEI must change the programme specification and student facing documents to reflect minor amendments to the number of simulated practice hours. (Standards framework for nursing and midwifery education R3.2. Standards for pre-registration nursing programmes R2.1)

Some of the wording in module specifications does not fully reflect HESA classification to allow for data collection.

Recommendation one: Ensure teaching and learning classification in the module specifications is aligned with the HESA for the purposes of data collection. (AEI recommendation)

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

YES NO

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

YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all

four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

MET **NOT MET**

R2.4 is met. Documentary evidence confirms the programme design and delivery supports students in theory and practice learning for each field of nursing, including the provision of simulated practice learning for working with people with learning disabilities. The programme team confirm students complete an online co-produced programme called 'CitySCaPe' which specifically considers working with people with learning disabilities.

Cross-field teaching in the school reinforces the integration of physical and mental healthcare. Field specific teaching is supported. Practice learning during simulation is field specific and cross-field scenarios are used to support the integration of physical and mental healthcare. Practice learning is field specific with students on the MSc nursing dual award experiencing both fields of nursing practice. Students confirm they experience cross-field, field specific and inter-professional seminar groups in their university-based learning. PLPs confirmed students participate in inter-professional learning in a variety of ways including an inter-professional learner forum which focuses on dementia care during their practice learning experiences.

- 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. We found the programme, each field of practice and route is balanced in structure, design and delivery. There is generic and field specific learning which allows students to enter the NMC register in their field of nursing practice including the MSc nursing dual award. Module descriptors separate generic and field specific programme content. For the MSc nursing dual award, modules are specifically identified 'adult and mental health' to enable generic and field specific components to be completed integrating physical and mental health care in the assessment. Students undertaking the current dual award programme told us their learning in each field of nursing is sufficient and appropriate to meet NMC standards for entry to the register. This was confirmed by students studying the BSc (Hons) nursing programme in each field of nursing practice.

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

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

YES **NO**

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES NO

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

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

MET NOT MET

R2.8 is met. We found evidence of mapping to specific modules in relation to the law, safeguarding, consent, pharmacology and medicine management and optimisation to meet entry to the register in one or more fields of nursing practice. Students confirm their programme contains these components and some students say they suggested pharmacology content for the proposed programme. PLPs say the programme team have listened to what they wanted for field specific learning in relation to law and pharmacology and nurses' readiness for prescribing on completion 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 met. We found an equal balance of theory and practice learning across the three stages of the programme. Programme theory and practice learning hours are shown in the programme specifications with hours identified in each module descriptor. The programme uses a blended approach to teaching and learning, using face-to-face and online methods. All learning and teaching is signposted in student facing documents and programme specifications.

The programme team tell us practice learning allocation is managed by the "InPlace" team using a centralised online placement management system. Practice education managers, practice education facilitators, practice education leads and programme leads work collaboratively to ensure students have a variety of practice learning experiences to meet programme outcomes. When students achieve their practice learning hours they are verified by their practice supervisor then uploaded by students into the practice placement management system. This

is done on a weekly basis. Programme hours are monitored by the “InPlace” team. Online engagement in learning activity can be monitored. Students confirm attendance and achievement of all learning hours for the programme is recorded. The programme team state effective mechanisms are in place to manage retrieval of unmet theory or practice learning hours for individual students. A new electronic classroom registration system will monitor university attendance.

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 delivered in England.

- 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

- 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

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

YES NO

There are changes to the number of simulation hours published in the programme. These changes are due to the availability of practice learning staff with the required clinical skills to teach, supervise and assess students in the practice learning environment some of the skills identified in annexe B of the Standards of proficiency for registered nurses.

Condition one: The AEI must change the programme specification and student facing documents to reflect minor amendments to the number of simulated practice hours. (Standards framework for nursing and midwifery education R3.2. Standards for pre-registration nursing programmes R2.1)

Some of the wording in module specifications does not fully reflect HESA classification to allow for data collection.

Recommendation one: Ensure teaching and learning classification in the module specifications is aligned with the HESA for the purposes of data collection. (AEI recommendation)

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**

There are changes to the number of simulation hours published in the programme. These changes are due to the availability of practice learning staff with the required clinical skills to teach, supervise and assess students in the practice learning environment some of the skills identified in annexe B of the Standards of proficiency for registered nurses.

Condition one: The AEI must change the programme specification and student facing documents to reflect minor amendments to the number of simulated practice hours. (Standards framework for nursing and midwifery education R3.2. Standards for pre-registration nursing programmes R2.1)

Some of the wording in module specifications does not fully reflect HESA classification to allow for data collection.

Recommendation one: Ensure teaching and learning classification in the module specifications is aligned with the HESA for the purposes of data collection. (AEI recommendation)

Date: 5 April 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The school have provided documentary evidence of revised programme specifications, programme planners, handbooks and module descriptors which state the correct simulation-based practice hours within the programme. Condition one is met.

Evidence:

- BSc (Hons) Nursing and MSc Nursing (dual award) 2019-2022 programme planner, updated April 2019
- BSc (Hons) Nursing programme specification, updated April 2019
- Module specifications for HS1925, HS2009, HS 3019, HSM003, M007, M010, M013 and M014, updated
- BSc (Hons) Nursing and MSc Nursing programme handbooks, updated

April 2019

Date condition(s) met: 5 April 2019

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

Condition one is met.

Assurance is provided the Standards framework for nursing and midwifery education R3.2 is met.

Assurance is provided the Standards for pre-registration nursing programmes R2.1 is met.

Standard 3: Practice learning

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

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. We found numerous PLPs across the NHS, private, voluntary and independent sectors who provide diverse practice learning opportunities across all fields. These allow students to meet the Standards of proficiency for registered nurses in delivering safe and effective care. The programme team state a feature of student learning is their exposure to the most densely concentrated diverse population in the UK. Students agree, and say they experience caring for diverse people across the four fields of nursing practice in their practice learning environments.

Practice learning opportunities are provided for students studying the mental health field of nursing to participate in the delivery of care to people with physical health needs. Students undertaking the MSc nursing adult and mental health fields of nursing have practice learning experiences in both physical health care settings and mental health care settings to be able to achieve Standards of proficiency for registered nurses in both fields of nursing.

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

MET **NOT MET**

R3.2 is met. Meetings between the InPlace team and PLPs determine the variety of practice learning experiences for students. Allocation processes are robust and ensure students undertake a range of practice learning experiences across a variety of settings in community and acute care settings. Students confirm they experience a variety of practice learning environments and care for people of all ages.

A "hub and spoke" model will be used to enhance students' practice learning experiences for adult and child fields of nursing. Students tell us there is variation in the organisation of spoke model arrangements. These can be organised as structured or more flexible arrangements where students are proactive in locating specific spoke experience. For mental health fields of nursing students, the student lead individual clinical experience (SLICE) model is followed. This mirrors the hub and spoke model to a large degree.

We found well established evaluation systems with students evaluating their experience for each practice learning environment. There are biennial educational audits using a pan London educational audit tool. Link lecturers have responsibility for monitoring and quality assuring practice learning environments. Evaluation systems are responsive reporting to university boards, PLPs and programme advisory board meetings.

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

MET **NOT MET**

R3.3 is met. Documentary evidence shows practice learning environments allow students the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses. Stakeholders confirm this. PLPs prefer mental health field student nurses to have a longer single period of practice learning in any one area as this promotes better relationship management skills to meet the needs of people cared for by students. Students told us they are able to develop communication and trust-building skills in their practice learning experiences and in simulated practice sessions. They find many registered nurses in their practice learning circuit are City University graduates. They feel this provides a supportive community where they can develop communication and relationship building 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 met. We found simulation hours in each stage of the programme and they are mapped in documentary evidence.

Module descriptors identify effective use of technology enhanced and simulation activities to support learning and assessment. The programme team tell us some simulation hours focus on enhanced skills, for example, male catheterisation (mental health field) because these students are less likely to encounter this in the practice learning environment. PLPs report they work collaboratively with the school around clinical skills development so they can identify which skills are better suited to simulated learning.

Different levels of digital and technology enhanced media are used. In the Telehealth suite the technology based assistive devices Telehealth, Telecare and Telemedicine are explored in a dedicated module. Through replicating auditory hallucinations with virtual reality headsets students have a better understanding and empathy for people who hear voices. In simulation activities, students can experience a fat-suit to better understand problems associated with obesity.

Across all fields, students participate in mental health first aid which enhances their own resilience and informs holistic care.

Students tell us they value simulation-based learning in developing their skills. They see simulation-based learning as a safe setting and endorse more allocated simulation hours in the proposed programme. The variety and balance of simulation and practice learning allows students to comply with Article 31 (5) of Directive 2005/36/EC.

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

MET **NOT MET**

R3.5 is met. Documentary evidence confirms processes are in place to meet students' individual needs for adjustments. Where recommendations for reasonable adjustments are advised by university occupational health or disability services, these are shared with PLPs, subject to the student's consent. Placement data forms allow students to submit any personal circumstances, for example, carer responsibilities, they wish to be taken into consideration when practice learning allocations are made. Students confirm their needs are met.

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

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

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

YES **NO**

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

YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met **YES** **NO**

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met **YES** **NO**

Outcome

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

Date: 27 March 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Processes for support, supervision, learning and assessment in the university and practice learning environments are clear in programme documents. PLPs tell us they understand their responsibilities in complying with the Standards framework for nursing and midwifery education. Students confirm they know about the support they can receive for academic and practice learning.

Academic support and student welfare services are comprehensive and signposted in programme documents. Students are supported by module leaders and a personal tutor who has pastoral and educational responsibilities. The school's personal and professional development (PPD) group in mental health nursing offers emotional intelligence and resilience support to students. This helps students recognise the emotional challenges of caring for people. The programme team tell us they value this and are adapting this model for the adult and child fields of nursing.

PLPs confirm arrangements will be in place for appropriate support, supervision, feedback and assessment processes for students in practice learning environments. The programme team plan a model based on geographical location for supporting students, practice assessors and practice supervisors. PLPs have identified nominated link people for each practice learning area who are identified to students as immediate sources of help and support. These people are known as key practice assessors. They will send welcome letters to students going to practice learning environments and provide students with induction materials. Clinical educators are present in practice learning areas, they rotate to different areas to work with students and provide another layer of support. Students and PLPs confirm the visibility and availability of academic staff in the practice learning area.

The programme enables students to progress through the proficiencies and practice learning is appropriate and relevant to the student's stage in the programme. Programme plans include stage completion and assessment boards.

- 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. Student facing documentation identifies practice supervisor, practice

assessor and academic assessor roles and responsibilities for their learning and assessment. There is a pan London agreed approach to informing registrant nurses about the role of practice supervisor, practice assessor and academic assessor. This is a standardised approach with common information and preparation material. There is a “Capital nurse” study day for new staff and existing mentors to learn about practice supervisor and practice assessor roles. The programme team and PLPs state information roadshows are timetabled in all trusts and for private and independent healthcare providers. These roadshows are co-facilitated by the school and PLPs in the practice learning areas and are already underway. Training about the role of the practice supervisor will be made available for all Health and Care Professions Council (HCPC) qualified supervisors. Going forward, PLPs will identify and prepare new practice supervisors and practice assessors through preceptorship training. To support practice assessor preparation, the school has developed two optional modules at level six and seven. PLPs are confident processes for the preparation and introduction of practice supervisor and practice assessor are effective.

There are plans for the identification and preparation of academic assessors. Personal tutors can be academic assessors but not for successive parts of the programme for any one student. The model of support is a cross-field approach with teams of link lecturers coordinated by a practice educator lead. This model will give five-day a week support in practice learning environments and a link lecturer will be available during that time to support students, practice assessors and practice supervisors.

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

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

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

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

MET **NOT MET**

R4.4 is met. Module specifications and programme handbooks meet university regulations for assessment and feedback. We found assessment strategies are varied and include essays, critical appraisals, multiple choice questions, case studies, unseen examinations, objective structured clinical examinations (OSCEs) and practice assessment through the PLPAD. Formative and summative assessments for each module are stated in programme documents and student-facing handbooks. Information is included on good academic practice and penalties for academic misconduct.

Feedback is timely for formative and summative work including an emphasis on

feed-forward to students for supporting ongoing development. Students say teaching and feedback is good.

Formative feedback is varied and includes online quizzes and individual feedback from module teachers.

The programme team, SUCs and students tell us SUCs provide meaningful feedback from participating in role play in OSCEs. This can be incorporated into student feedback.

Feedback in practice learning environments from the practice assessor takes place formally at the mid-point of each practice learning placement to facilitate student development. At the end of the practice learning experience and after consultation with practice supervisor, summative feedback is given by the practice assessor. A tripartite consultation between the student, practice assessor and academic assessor occurs at the end of the practice learning experience to confirm student progression.

PLPs confirmed that currently mentors approach suitable SUCs to give student feedback through specific forms in the PAD which is then shared with the student. This will continue with the PLPAD supporting by practice supervisors and assessors. The programme team highlight reflective practice is key to supporting student development. This is seen in the SUC feedback for the synoptic assessment.

We found external examiners comment on assessment processes and feedback to students.

- 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. We found comprehensive mapping documents relevant to each field of nursing practice. These meet the Standards of proficiency for registered nurses and programme outcomes across the programme and practice learning environments.

Placement mapping documentation shows students have practice learning opportunities across health and social care and in a variety of healthcare settings. These are relevant to each field of nursing.

PLPs and the programme team tell us there are collaborative processes in place for enhanced skills delivery, practice learning and assessment. Reviews of existing skill mix in academic and practice learning staff is underway with further skills training offered where needed. A “skills passport” for staff in Barts NHS Trust and Homerton NHS Foundation Trust records mandatory training, enhanced clinical skills and continued professional development. Programme simulation hours will enable enhanced skills to be delivered for child and mental health students around

some clinical skills.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
YES NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)
YES NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 27 March 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

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

YES NO N/A

If no or not applicable, please state why:

The exit award from the MSc Nursing programme is a Postgraduate diploma nursing with registration.

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: 27 March 2019

Section four

Sources of evidence

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

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

| | | |
|--|-------------------------------------|--------------------------|
| Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) | | |
| Curricula vitae for relevant staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CV of the registered nurse responsible for directing the education programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Registrant academic staff details checked on NMC website | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| External examiner appointments and arrangements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>List additional documentation:</p> <p>Student learning agreement, undated</p> <p>External examiner reports, 29 November 2017 and 10 October 2018</p> <p>CQC reports relevant to PLP practice learning environments, May 2016-October 2018</p> <p>Sample adult and mental health nursing selection day interview schedules, undated</p> <p>Undergraduate nursing selection group interview questions, undated</p> <p>External examiner email agreement to review RPL, March 2019</p> <p>Amended pan London PAD, version one (for students transferring to the SSSA)</p> <p>Moodle virtual learning student activity log example (screenshot), undated</p> <p>Personal tutor record and referral (screen shot), undated</p> <p>Placement agreement template, undated</p> <p>Statement of compliance, 8 March 2019</p> <p>Post visit documents: BSc (Hons) Nursing and MSc Nursing (dual award) 2019-2022 programme planner, updated April 2019</p> <p>BSc (Hons) Nursing programme specification, updated April 2019</p> <p>Module specifications for HS1925, HS2009, HS 3019, HSM003, M007, M010, M013 and M014, updated</p> <p>BSc (Hons) Nursing and MSc Nursing programme handbooks, updated April 2019</p> | | |

If you stated no above, please provide the reason and mitigation:
A practice learning environment handbook is not developed as information is contained in other documents.

Additional comments:

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

| | YES | NO |
|---|-------------------------------------|--------------------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/practice assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, please identify cohort year/programme of study: PG Dip nursing (MH) 2017-18 x 1 Pg Dip nursing (MH) 2018-19 x 1 BSc nursing (MH) 2016-17 x 1 BSc nursing (child) 2017-18 x 4 PG Dip nursing (adult) 2017-18 x 2 PG Dip nursing (adult) 2018-19 x 1 BSc nursing (adult) 2016-17 x 2 MSc nursing (adult and MH) 2016-17 x 5 | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: | | |
| Additional comments: | | |

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

| | YES | NO |
|--|--------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning/virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: Not required as an established AEI. | | |
| Additional comments: | | |

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

Issue record

Final Report

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|---------------|---------------|-------|--------------|
| Author: | Monica Murphy | Date: | 19 May 2019 |
| Checked by: | Judith Porch | Date: | 11 June 2019 |
| Approved by: | Leeann Greer | Date: | 2 July 2019 |
| Submitted by: | Amy Young | Date: | 4 July 2019 |