Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Major Modification report

Section one

Programme provider name:	University of Roehampton
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	University College London Hospitals NHS Foundation Trust St George's University Hospitals NHS Foundation Trust Croydon Health Services NHS Trust South West London and St George's Mental Health NHS Trust Epsom and St Helier University Hospitals NHS Trust Surrey and Borders Partnership NHS Foundation Trust Hounslow and Richmond Community Healthcare NHS Trust Private, voluntary and independent health care providers

Provision(s) reviewed: Provision: Pre-registration nursing - Mental Health Title of current programme: BSc (Hons) Nursing Title of modified programme if changed: N/A Programme start date: 13 September 2020 Current academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s) if changed: England, Wales, Northern Ireland: Level 7   Provision: Dual award- pre-registration nursing – adult/mental health Title of current programme: BSc (Hons) Nursing Title of modified programme if changed: MSci Adult and Mental Health Nursing Programme start date: 13 September 2020 Current academic level(s): England, Wales, Northern Ireland: Level 6

Modified academic level(s) if changed: England, Wales, Northern Ireland: Level 7	
Date of review	6 May 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Nuala Devlin
	Lay Visitor: Kuldeep Singh

Summary of review and findings
The University of Roehampton (UoR), the approved education institution (AEI) (the school) has a pre-registration nursing programme in approval since 4 September 2019. This is the BSc (Hons) nursing (adult). This major modification is to introduce a three-year BSc (Hons) mental health nursing degree with eligibility for registration with the Nursing and Midwifery Council (NMC) and a four-year dual award MSCi in adult and mental health nursing. Programme routes are designed in response to service provider requirements in order to meet the needs of service users and their families across the region. Programme documentation and the approval process confirm effective partnership working between the AEI, practice learning partners (PLPs), service users and carers (SUC) and students. UoR is part of the pan London practice learning group. The practice assessment documentation (PAD) is agreed across London. This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by the PLPs. Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA). This visit is undertaken by remote means due to Covid-19 restrictions. The programme is recommended to the NMC for approval. Visitors made four recommendation. UoR made one recommendation.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions:	**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:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: The AEI are advised to provide clarity in their documentations on the governance and monitoring of four field exposure. (SFNME R3.3, R5.1; Standards for pre-registration nursing programmes (SPRNP) R2.4) Recommendation two: The AEI are advised to strengthen the infrastructure and implementation of inter-professional learning (IPL) within the programme. (SFNME R1.13) Recommendation three: The AEI are advised to provide clarity in student facing documentation on the criteria for entry onto recognition of prior learning (RPL). (SFNME R2.8; SPRNP R1.5) Recommendation four: The AEI are advised to strengthen the infrastructure and implementation of teaching resources within the programme. (SFNME R2.14; SPRNP R4.1) Recommendation five: The AEI have been advised to revisit the mental health field specific module specifications to make clear, particularly for students how they are going to deliver teaching across the life span. (University recommendation)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

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 and midwives
QA framework for nursing, midwifery and nursing associate education (NMC, 2018)
QA Handbook

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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

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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

There's evidence of effective partnerships between the AEI and PLPs and shared responsibility for theory and practice learning, supervision and assessment. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme are established as part of this partnership. PLPs confirm they are involved in the development of the programme. We find processes for programme oversight and monitoring are in place and the AEI has strategic and operational links with PLPs. Partnership working with various stakeholders is demonstrated by the presence of service user, student and placement provider representation at consultation events. Established lines of communication enable the AEI and PLPs to respond quickly to any concerns if standards of care or practice learning are at risk.

SUC confirm their involvement in recruitment process, teaching sessions including simulation-based practice learning and verbal feedback to the students. SUC tell us they feel valued by UoR and their opinions are sought in the content and delivery of the current programme and for the development of the mental health route. SUC tell us they're engaged with UoR lecturers and students.

Students tell us they are involved and feel valued by UoR. Students tell us they give and receive feedback within the university and their feedback is acted on. Students have opportunities to work with SUC within the university who also give them feedback. There is a school IPL strategy. Students engage with other students and lecturers from other disciplines across the university. The programme team tell us they've expanded the number of different disciplines involved in the delivery of the programme. The programme team tell us this work is ongoing. (Recommendation two)

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

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*
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A **Revised outcome after condition(s) 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.

R1.3 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).

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

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

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

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

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

Yes

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

R1.5 is met. Unchanged since original approval on 4 September 2019. We confirm RPL is mapped against programme outcomes, the SPRNP, the standards of proficiency for registered nurses and to the EU requirement (Directive 2005/36/EC). Student facing documentation includes updated flow charts and programme planners to include the new routes, which outlines RPL process for students. Entry requirements for acceptance onto RPL could be more explicit. (Recommendation three)

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

R1.6 is met. Unchanged since original approval on 4 September 2019.

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

R1.7 is met. Unchanged since original approval on 4 September 2019.

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

Proposed transfer of current students to the programme under review

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

There are no students transferring from adult to dual award.

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

There's evidence that for NMC registered nurses RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes for those candidates who wish to undertake a second field of registration.

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

Yes

Outcome
Is the standard met?

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Met
Date: *13 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

R2.4 is met. Unchanged since original approval on 4 September 2019. Documentary evidence and the approval process confirm the programme design supports students in theory and practice for each field of nursing. Documentary evidence outlines practice placement pathways for each route of the programme which will provide exposure to all four fields of nursing practice. Students will undertake adult and mental health placements. People with learning disabilities will be encountered in either of these settings and this exposure will be monitored by processes within UoR. Mental Health students will undertake field specific practice placements which include specialist community/in-patient services which are likely to include child and adolescent mental health services (CAMHS) and/or eating disorders. UoR will oversee practice placement allocation to ensure students have exposure to all four fields of practice and will be directed to specific child, learning disabilities, adult and mental health practice placements complemented by appropriate outreach.

IPL modules enable collaborative working in groups with students from other disciplines to develop a wider understanding of service user needs.

Students and PLPs tell us students are supported in practice placements which provides a range of experiences with a hub and spoke model and covers the four

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fields of nursing practice. PLPs tell us they work closely with UoR placement office to ensure that all students are exposed to all four fields of nursing practice. (Recommendation one)

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

R2.5 is met. Unchanged since original approval on 4 September 2019. Documentary evidence shows each route of the programme in structure, design and delivery. The generic and field specific learning allows students to develop field specific identities and enter the register in their field of nursing practice. Module descriptors show field specific content and assessment. Field specific programme specifications include field specific programme outcomes.

Documentary evidence shows field specific learning outcomes and content are relevant. Students are allocated to hub practice learning experiences according to their field of practice. Spoke practice learning experiences enable students to develop and consolidate their learning and practise skills. Programme documentation and narrative evidence provided by the programme team, PLPs and service users at the approval visit assure us the programme will prepare students to enter the register in one or two named fields of practice. MSci students will undertake a range of adult and mental health placements throughout the programme. Year one will include both fields of practice. Year two will focus on adult placements. Year three will focus on mental health placements and year four will include both fields of practice. Students will undertake a full range of practice learning both in and out of hospital. Students will undertake two or three allocated placement blocks per year and have additional insight practice placements to enhance their experience. Students will demonstrate completion of required practice learning hours which are recorded in the ongoing achievement record (OAR). The pan-London PAD is adopted.

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

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

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

R2.8 is met. Unchanged since original approval on 4 September 2019. The pharmacology and medicines management module has generic and field specific content. Dual field students will attend both field-specific sessions. Field specific modules also include pharmacology.

SUCs tell us they're involved in the delivery and content of modules and are valued by UoR to engage and give feedback to students and the programme team. IPL is evident in the documentary evidence and the programme team tell us guest lecturer experts in their fields of practice contribute to the delivery of the module.

There is field specific content in relation to law which is embedded in the nursing theory unit. The clinical pharmacology and medicines management modules include field specific content.

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

R2.9 is met. Unchanged since original approval on 4 September 2019.

Documentary evidence demonstrates an equal balance of theory and practice learning in the programme. Programme specifications and delivery planners provide sufficient detail to evidence the designated programme hours identified in the module descriptors and practice learning allocations. A range of learning and teaching strategies are evidenced throughout the programme and these are appropriately detailed in the programme specification, programme handbook and module dynamic syllabus. Student facing information provides guidance regarding what to expect within the programme.

The number of theory and practice hours are specified for each part of the programme providing full assurance all requirements will be achieved by the end point. For the BSc (Hons) single award the programme hours are 4600 hours with 2300 hours for practice and 2300 hours for theory. For the MSci dual award the programme hours are 6400 with 3200 hours for theory and 3200 hours for practice. Students complete field specific modules within the programme with stage one and two programme modules being generic and core to each route of the programme. Modules are mapped against the adult, mental health nursing practice and health conditions.

At the approval visit the programme team and PLPs describe the mechanisms in place to ensure how students can achieve the required programme hours, for the single and dual award routes. MSci students will undertake a range of adult and mental health placements throughout the programme. Years one and four will include both fields of practice. Year two will focus on adult placements and year three will focus on mental health placements. Retrieval of unmet programme hours are timetabled and within student facing documentation.

Module documentation identifies appropriate module aims descriptors and outcomes. Proficiencies, skills and procedures are assessed in practice using the PAD. The practice allocation model provides assurance that throughout delivery of the programme each student will demonstrate achievement of the designated hours. Students will undertake a full range of practice learning both in and out of hospital. Students will undertake two or three allocated placement blocks each year and have insight practice placements.

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)

N/A

This programme is only 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

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

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

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

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *13 May 2020*

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Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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

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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

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

R3.1 is met. Documentation provided shows how practice learning opportunities for mental health students will be facilitated. These are sufficient to 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.

At the approval visit the programme team assure us students will be allocated to practice placement experiences taking into account length, breadth and their field of practice. The hub and spoke model facilitates a wide range of learning opportunities enabling students to follow the service user journey and reflect integrated care models. This is confirmed with PLPs and students.

The programme team and PLPs tell us they'll work with individual students through elective practice placement options to help them shape their own practice experiences and enable them to meet the Standards of proficiency for registered nurses.

PLPs in attendance at the visit represent a range of mental health service areas. PLPs tell us how they work collaboratively with the programme team to ensure students' practice learning experiences will be safe and effective. Individual practice placement profiles and educational audits detail the learning opportunities in each practice learning environment.

Mental health practice placement mapping documents show allocation pathways

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for mental health students will follow the same principles as for adult nursing. All placement areas will have a current audit. The programme team confirm they'll start with a small mental health nursing cohort in order to carefully manage placement capacity. This will be undertaken by PLPs and the school's placement officer working together. PLPs tell us there are regular meetings between practice and the university to share information, discuss and manage practice placements. Students tell us feedback they give on practice placements is listened to and acted on within the university by their lecturers and the placement office.

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

R3.2 is met. Unchanged since the original approval on 4 September 2019. Documentary evidence and the approval processes show practice learning environments are varied and will allow students to meet the holistic needs of people of all ages. A hub and spoke model is a feature of the programme to enable students to experience a wide range of placements. PLPs tell us there's regular communication and meetings with UoR to discuss practice placements. Documentary evidence shows details of placement pathways for each route of the programme. Forecasting placements will occur by June in the previous academic year to ensure sufficient capacity for the forthcoming academic year. This will be undertaken by the UoR placement officer in conjunction with the nominated person in each PLh and overseen by the UoR Head of nurse education. The curriculum includes themes in community, primary care, integrated care, public health and there's parity of esteem for mental health. Students will undertake a range of practice placements across settings to meet the holistic needs of people of all ages. Students will also experience voluntary organisations and charities. Documentary evidence shows partnership between UoR and PLPs through a placement agreement, placement audit and placement evaluation. Students tell us they complete an evaluation at the end of each placement. Student evaluations are monitored by UoR and reported on at the UoR practice learning group.

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

R3.3 is met. Unchanged since the original approval on 4 September 2019. Documentary evidence confirms students on the dual award meet communication

and relationship management skills and nursing procedures as set out in the Standards of proficiency for registered nurses.

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

Met

R3.4 is met. Unchanged since original approval on 4 September 2019.

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

R3.5 is met. Unchanged since the original approval on 4 September 2019.

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

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met?   *Met*   Date: *13 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 4. Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education   R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment   R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme   R4.4 provide students with feedback throughout the programme to support their development   R4.5 ensure throughout the programme that students meet the Standards of

proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

R4.1 is met. Unchanged from original approval on 4 September 2019. The programme team confirm there's sufficient academic team resourcing for the new field and for increased student numbers. The programme team tell us they are in the process of appointing more academic and staff team members which is ongoing. (Recommendation four)

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Unchanged from original approval on 4 September 2019. PLPs and AEI confirm implementation of the SSSA, and support is available for practice assessors, practice supervisor and academic assessors to develop their roles. Flexible and face-to-face training support is provided by the AEI. There is due process for raising and addressing any concerns about students. New practice supervisors and practice assessors will receive preparation for their role via support from UoR and PLPs. The pan London SSSA implementation document includes agreed learning outcomes and indicative content for practice supervisor and practice assessor preparation. This is adopted fully. There are student link leads in practice learning areas to support practice supervisors and practice assessors.

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

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

R4.4 is met. Unchanged since the original approval on 4 September 2019.

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

R4.5 is met. Unchanged from original approval on 4 September 2019. Documentary evidence demonstrates mapping of the NMC Standards of proficiency for registered nurses and programme outcomes for each route and field of practice in the programme. Learning outcomes are identified and which Standards of proficiency for registered nurses they assess. The PAD gives a further assurance as to how single and dual award proficiencies and platforms are achieved in both fields.

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

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

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

Yes

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

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

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

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* **Date:** *13 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*
Revised outcome after condition(s) 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 such experience as specified in our standards.

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

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

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

N/A

There is no fall back exit award with eligibility to register as a nurse for any route of the programme (the MSci exit award at level six is BSc health studies).

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

Yes

Outcome
Is the standard met? *Met* **Date:** *13 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: September 2019 Cohort - BSc (Hons) nursing - adult field x six	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission report St George's University Hospitals NHS Foundation Trust, 17 July-5 September 2019	
If you stated no above, please provide the reason and mitigation Remote visit due to Covid-19 and not required.	
Additional comments:	

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Issue record			
Final Report			
Author	Nuala Devlin Kuldeep Singh	Date	7 May 2020
Checked by	Monica Murphy	Date	22 June 2020
Submitted by	Lucy Percival	Date	30 June 2020
Approved by	Leeann Greer	Date	1 July 2020