

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>London South Bank University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Royal Marsden NHS Foundation Trust (Merton & Sutton) Cambridge University Hospitals NHS Foundation Trust Kingston Hospital NHS Trust Oxleas NHS Foundation Trust The Royal Free NHS Foundation Trust South London and Maudsley NHS Trust London North West Healthcare NHS Trust Hertfordshire Community NHS Trust Hounslow and Richmond Community Healthcare NHS Trust North East London Foundation Trust Central London Community Healthcare NHS Trust Croydon Health Services NHS Trust North Middlesex University NHS Trust Lewisham & Greenwich NHS Trust Epsom & St Helier NHS Trust Royal National Orthopaedic Hospital NHS Trust Central and North West London NHS Foundation Trust Kings College Hospital NHS Trust Guys and St Thomas' NHS Foundation Trust Chelsea & Westminster Hospital NHS Foundation Trust University College London Hospitals NHS Foundation Trust Barts Health NHS Trust Private, voluntary and independent healthcare providers</p>

<p>Programmes reviewed: (<i>Tick all that apply</i>)</p>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p>
<p>Title of programme(s):</p>	<p>BSc (Hons) adult nursing</p> <p>PG Dip adult nursing</p> <p>MSc adult nursing</p> <p>BSc (Hons) mental health nursing</p> <p>PG Dip mental health nursing</p> <p>MSc mental health nursing</p> <p>BSc (Hons) learning disabilities nursing</p> <p>PG Dip learning disabilities nursing</p> <p>MSc learning disabilities nursing</p> <p>BSc (Hons) children’s nursing</p> <p>PG Dip children's nursing</p> <p>MSc children’s nursing</p>
<p>Academic levels:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Nurse – Child</p>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland</p>

	<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				
Date of approval visit:	13 May 2019				
Programme start date:					
RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health	<table border="1"> <tr><td>16 September 2019</td></tr> <tr><td>16 September 2019</td></tr> <tr><td>16 September 2019</td></tr> <tr><td>16 September 2019</td></tr> </table>	16 September 2019	16 September 2019	16 September 2019	16 September 2019
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QA visitor(s):	Registrant Visitor: Monica Murphy Lay Visitor: Carol Rowe				

Section two

Summary of review and findings

The school of health and social care (the school), London South Bank University (LSBU) (the university) presented programme documentation for the approval of a three-year full time BSc (Hons) nursing pre-registration programme (adult, mental health, children and learning disabilities) and a two-year full time pre-registration nursing postgraduate diploma (Pg Dip) nursing (adult, mental health, children and learning disabilities) route. Students are recruited to an MSc with the NMC approved award at Pg Dip level. Recognition of prior learning (RPL) is a required component for the Pg Dip route with candidates evidencing theory and practice experience mapped against the first year of the BSc route prior to commencing the programme.

The programme documentation and approval process confirm evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). These include national health service (NHS) partners and independent health care providers.

LSBU is a member of the pan London practice learning group (PLPLG) working with other AEIs across London who have contributed to the development of the new pan London practice assessment document (PAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME), (NMC, 2018), the Standards for student supervision and assessment (SSSA), (NMC, 2018) and the Standards for pre-registration nursing programmes (SPNP) are mapped in the programme and are met at programme level.

The programme is recommended to the NMC for approval. There are two university conditions. Visitors made two recommendations.

Updated 29 May 2019

Evidence provided by the programme team meets the university conditions. The conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The approved education institution (AEI) must address any module amendments as notified by external subject specialists. (University condition)</p> <p>Condition two: The AEI must address housekeeping issues in programme documents. (University condition)</p>
Date condition(s) to be met:	10 June 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Develop robust guidance for students for RPL and the RPL tool used. (SFNME R2.8; SPNP R1.5)</p> <p>Recommendation two: Consider the approach to inter-professional learning to engage wider health and social care professionals. (SFNME R3.16; SPNP R2.4)</p>
Focused areas for future monitoring:	

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team provided documentary evidence of corrections to typographical errors and consistency of module content and learning outcomes. Conditions one and two are now met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
Summary of observations made, if applicable	The AEI confirmed the accuracy of the report.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	29 May 2019

Section three

NMC Programme standards
<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

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrate effective partnership working between the school and all stakeholders. There are robust governance structures and resources to support the design, development, delivery, assessment and evaluation of the programme. There are new practice learning agreements with PLPs which take into account changes to practice learning for new skills identified in the Standards of proficiency for registered nurses (NMC, 2018).

PLPs will continue to work closely with the school to prepare staff for the roles of practice supervisor and practice assessor. They'll work collaboratively with academic assessors in a new model of practice support, supervision and assessment for students. There are established processes and practice learning meetings with PLPs for ongoing monitoring and reporting of practice learning and related issues. PLPs understand their responsibilities in meeting the Standards of proficiency for registered nurses.

The people's academy is LSBU's established service user and carer (SUC) group. We met SUCs who said they feel valued by the school and receive feedback from students which shows they have a positive impact on student learning. They've been consulted on the new programme and will continue to be involved in student recruitment and selection, programme delivery, student assessment and evaluation.

The school works collaboratively with students. We found students have been consulted on the development of the new programme and they gave examples of how programme content has been included following their feedback. There are established processes for recording student evaluations on their programme and experiences in practice learning which are fed back to PLPs in a timely way.

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. We found RPL requirements and processes are detailed in programme specifications for each route. University regulations allow up to 50 percent RPL. All successful RPL assessments are presented to the relevant subject area examination board prior to admission to the programme. Documentary evidence confirms that from September 2019 one external examiner will review all RPL claims across fields and routes.

For entry to the Pg Dip route successful RPL against 767 hours theory and 262 practice hours is required. Theory is assessed by transcript, portfolio or challenge assessment. If the applicant's first degree isn't in a health/science related subject the applicant must complete a life science workbook to satisfy the life-science element of the RPL portfolio.

Documentary evidence and the programme team confirm there are guidance notes, academic advisory support and workshops for applicants wishing to claim RPL. Guidance to students and the mapping tools for the BSc and Pg Dip routes are generic in format and generalised in their mapping against programme outcomes. (Recommendation one)

- 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 met. For registered nurses wishing to gain registration in a second field of nursing practice, an RPL claim for more than 50 percent of the programme is allowed in the school policy. We found documentary evidence and examples of more than 50 percent RPL capable of being mapped to the Standards of proficiency for registered nurses.

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

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

MET **NOT MET**

R1.7 is met. We found numeracy, literacy, digital and technological literacy is evident across the programme in theory and practice modules and can be mapped against the proficiencies and programme outcomes. The PAD and OAR explain to students and practice supervisors how to develop and achieve their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes in practice learning.

Numeracy and applied numeracy skills are developed across the curriculum and supported by SN@P education and assessment. This is an online specialist training provider for developing clinical numeracy skills including drug calculation. Numeracy is assessed using this tool in all parts of the programme with the pass mark in part three of the programme being 100 per cent. Numerical competency is assessed in medicines management in each part of the programme. Literacy skills are developed within the curriculum as students' progress academically in their written assignments.

We found extensive and well signposted support mechanisms for students to develop their abilities in numeracy, literacy, digital and technological literacy. Support for numeracy and literacy skills can be sought from the university skills for learning team. Workshops, drop in and one-to-one sessions are offered. Numeracy skills and study skills provision includes topics on critical thinking, essay writing and grammar.

The blended learning and flipped classroom approach to teaching develops digital literacy skills through interaction with the virtual learning environment, Moodle. Students are supported by librarians who provide training both in the library and through embedded sessions in the curriculum. Expert information technology help and training is also available.

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 being transferred onto the new programme and students confirm this. Students on the Standards for pre-registration nursing education (NMC, 2010) will transfer to the SSSA, (NMC, 2018) from September 2019. Students confirmed they were invited to new curriculum development events where the new programme and the SSSA were highlighted.

An amended PAD document developed by the Pan London group specifically for transferring current students on the NMC, 2010 standards to the SSSA will be used from September 2019. Students told us they are aware of the supervisory and assessment changes related to the new SSSA. The programme team told us students will be fully prepared for the SSSA during the transition weeks at the start of the next academic year of the programme in September 2019. PLPs confirm their understanding of the new roles of practice supervisor, practice assessor and academic assessor in supporting student supervision and assessment.

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

We found that transfer arrangements are in place for RPL of students who step off the programme under the Standards for pre-registration nursing education (NMC, 2010) and resume their studies on the 2019 programme. The RPL process will be undertaken by the field course director. Completed modules will be mapped against the new programme modules and an individualised programme plan will be compiled to ensure students meet learning outcomes and outstanding proficiencies.

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: 13 May 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
- 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. We found documentary evidence in the programme design to support students in theory and practice for each field of nursing.

Generic and field specific modules are taught across all parts of the programme. Inter professional learning (IPL) modules enable collaborative working in groups with students from all fields of nursing to develop a wider understanding of service user needs. It's noted that these modules are mostly interdisciplinary and there's little involvement with other health care professionals. (Recommendation two)

All students receive sessions on mental health awareness, learning disabilities awareness and dementia care. A mother and new-born e-learning package is a non-credit bearing module taken by all students.

Students will experience four-week alternative practice learning experiences in each of the three fields of nursing which are not their primary field. Simulation-based learning weeks will include preparation for the alternative fields. PLPs told us they are already prepared for receiving students from other fields as they supervise students on taster or outreach experiences in their practice learning areas.

PLPs and students told us there are opportunities for students to participate in inter professional learning in practice settings in a variety of ways including multi-disciplinary team meetings.

Candidates for the Pg Dip route must evidence through RPL theory and practice learning which has been mapped against the requirements of year one of the BSc route.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET **NOT MET**

R2.5 is met. Documentary evidence shows each route of the programme is balanced in structure, design and delivery. There's generic and field specific learning which allow students to develop field specific identities and enter the register in their field of nursing practice. Module descriptors show field specific learning outcomes and content. Programme leads are current NMC registered nurses in the relevant field of 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. There is field specific content in relation to law which is embedded in the practice modules and is explicit in the three IPL modules; communication for nursing, safe and effective care and transition in leadership. We found safeguarding (adult) levels one and two and consent training is taught in the university. Safeguarding (children) levels one and two are compulsory for all fields of nursing and level three is an additional requirement for children's nursing students. There's mapping evidence of field specific content for pharmacology and medicines administration and optimisation. The PAD is designed to assess this for entry to the register in a single field of practice (adult, mental health, learning disabilities or children's nursing).

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

MET **NOT MET**

R2.9 is met. Documentary evidence shows an equal balance of theory and practice learning across the programme stages including the end point and that these meet 2300 hours in theory and 2300 hours in practice learning. 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. The range of learning and teaching methods is detailed in student facing documents and programme specifications. Innovative areas include creative arts workshops with the school's artist in residence and role-play with the Encore theatre group. Module aims and outcomes are appropriate for the programme.

There's a practice learning allocation model which is managed by the placement administration team. This demonstrates the achievement of the designated hours for the programme. When students achieve their practice learning hours they are verified by their practice supervisor. Programme hours are monitored by the

placement administration team. Electronic classroom swipe registration systems monitor university attendance. The programme team state effective mechanisms are in place to manage retrieval of unmet theory or practice learning hours for individual students. Student attendance is monitored and hours won't exceed the European working time directive if retrieval of unmet hours is required.

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 not delivered in Wales.

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

YES NO

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

YES NO

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

YES NO

- 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

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

Date: 13 May 2019

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 that there are a large number of PLPs who provide diverse practice learning opportunities across all fields. These are sufficient to meet the Standards of proficiency for registered nurses to deliver safe and effective care. In the practice learning environment, students are placed with a host PLP. Signed practice learning agreements outline the responsibilities of the university and host PLP. PLPs confirm the university works in partnership directly and through the PLPLG to quality assure practice learning environments. Students from all fields of nursing practice tell us practice learning environments provide a diverse range of learning experiences. There are alternative practice learning experiences for each field of nursing practice which enable students to develop awareness, knowledge and skills in supporting service users out with the student's chosen field of nursing practice. There's a skills laboratory in the school which students tell us is useful to practise clinical skills and where there's peer support for their learning.

- 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 met. Documentary evidence and the approval process give assurance that practice learning environments allow students to meet the holistic needs of people of all ages. We found robust allocation processes and mapping of student practice learning. This ensures students undertake a range of practice learning experiences in a variety of settings across health and social care. Students are attached to a 'host' trust where they are based for the majority of their practice learning experiences. A hub and spoke model is a feature of the programme. Spoke learning experiences can be structured and organised or more flexible depending on the level of experience of the student and identified learning need.

We found established evaluation systems with students evaluating each practice learning experience. The pan London educational audit tool is used to review the quality of practice learning environments. The school and PLPs undertake biennial educational audits and have robust recording, escalation and monitoring systems. Link lecturers are involved in the monitoring and quality assurance of practice learning environments. PLPs tell us they receive timely collated feedback from the university following student evaluations.

An inadequate rated CQC inspection in October 2018 related to services for children and young people provided at the William Harvey Hospital, Ashford. This was reported to the NMC in April 2019. The school confirm this service isn't to be used for practice learning experience.

The pan London PAD was discussed with the project manager of the pan London practice learning group as amendments to this previously approved document were required. These amendments referred to errors related to mapping of proficiencies. Assurance was given that outcomes were unaffected. The PAD has been scrutinised for these errors and the pan London practice learning group have now amended the documents.

- 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. The programme team told us interdisciplinary working has informed their low-fidelity simulation-based activities. These include telephone answering skills to develop confidence for better communication and last offices procedures. Communication and relationship management skills are tested for all fields of nursing practice through the PAD. SUC can give feedback to students through the PAD on communication and relationship management skills. Students tell us how SUC can give them feedback on relationship management and communication skills which includes the PAD. Students confirmed their practice learning experiences give them opportunities to practise and develop these skills with increasing complexity as they progress through the programme.

- 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. Programme documentation and findings at the approval visit confirm technology enhanced and simulation-based learning are used proportionately to support learning and assessment. These comply with Article 31(5) of Directive 2005/36/EC for the adult field of nursing practice. The school uses the virtual learning environment Moodle to complement face-to-face teaching and learning. All learning and teaching resources can be accessed through Moodle. Software such as Lynda.com allows students to explore and learn in a simulated environment or virtual world. Access to mass open online courses (MOOCs) is also available to students.

The programme development team told us of a variety of simulation activities including skills and drills, simulation mannequins and role play learning with the Encore theatre group. As a result of consultation with students the proposed programme will have more simulated learning in theory modules and the introduction of specific practice simulation weeks.

The programme development team told us that tablet and smart phone technology enable access to web-based tools such as phone applications, podcasts and social networking where they encounter learning communities and social learning takes place. This mirrors tablet-based technologies used in practice when nurses are in direct contact with service users.

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

MET **NOT MET**

R3.5 is met. Documentary evidence and the approval visit confirm processes are in place to ensure students' needs and personal circumstances are considered when allocating practice learning and for adjustments according to need. Reasonable adjustments and individual support plans advised by university disability and dyslexia support services can be shared with the practice learning area with student consent. Practice learning orientation gives students the opportunity to discuss reasonable adjustments with their practice supervisor. This features in the checklist for practice learning orientation in the PAD.

Students confirm personal circumstance requests, for example, distance and travel-time to practice learning locations are taken into consideration and accommodated where possible.

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: 13 May 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. Programme documentation and the approval visit give assurance that processes for support, supervision, learning and assessment in the university and practice learning settings are in place. These comply with the SFNME.

There are revised partnership agreements with the university outlining responsibilities and accountability. PLPs and students confirm their status as supernumerary in practice and their learning time is protected. Students understand how to escalate any issues of concern in practice learning environments.

Academic support and student welfare services are comprehensive and signposted in programme documents. Students confirm awareness of the support they can receive in academic and practice learning environments. Students are supported by a personal tutor who has pastoral and some academic responsibility for them. There are module coordinators who provide individual and academic support and group tutorials. The university welfare team provide a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

PLPs confirm that identification, selection and preparation of staff for the roles of practice supervisor and practice assessor are underway. Appropriate support, supervision, feedback and assessment processes for students in practice learning environments are in place. PLPs told us link lecturers are visible and readily available to offer support in practice learning environments. Students confirm there's access to effective support systems.

Programme specifications for each field of nursing practice identify the programme structure, learning outcomes and assessment which are mapped to the Standards of proficiency for registered nurses. Module content for each route of the programme demonstrates increasing depth and complexity as students' progress towards programme completion. Students told us their learning is supported by formative opportunities for feedback and development in theoretical and practice learning.

- 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. Documentary evidence and discussion at the approval visit confirms the roles and responsibilities for learning and assessment of practice supervisors, practice assessors and academic assessors are in place. There's standardised training documentation in the pan London approach for the preparation of practice supervisors and practice assessors and this will be used. Preparation is co-facilitated by the university and PLPs in the practice learning areas. PLPs told us that for existing mentors there's transition preparation to the new roles. For new practice supervisors an e-learning package and workshop preparation is planned. There will be a full day workshop for practice assessor preparation. For all registered health and social care professional qualified supervisors, practice supervisor training is available. Going forward, PLPs told us that new practice supervisors will be identified and prepared through preceptorship training.

PLPs told us that in some organisations SSSA information days are being held to raise awareness for staff and students of the changes. All stakeholders are confident processes for the preparation and introduction of practice supervisors and practice assessors are effective.

The school is preparing academic staff to undertake the role of academic assessor. The academic assessor will be the practice module leader for each successive practice module. The academic assessor is supported by a team of lecturers. Link lecturers will continue to be pivotal in the support of 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** **NO**

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

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm processes are in place to provide students with feedback to support their development. We found formative and summative assessments to be varied and relevant to student learning. Practice learning is assessed through the PAD. Formative and summative assessments for each module are stated in programme and student-facing documents. We found external examiners comment on assessment processes and feedback to students.

Students confirm they receive timely feedback for formative and summative work. Feedback emphasises feed forward to students in supporting their ongoing

development. The programme team, SUC and students told us that SUCs provide feedback on presentations and role play during objective structured clinical examinations. SUCs provide feedback via specific forms in the PAD which is then shared with the student.

Students receive formative and summative feedback from the practice assessor in each practice learning experience. A tripartite meeting between the student, practice assessor and academic assessor occurs at the end of the practice learning experience and practice supervisors can contribute to this.

The programme team highlighted reflective practice as important to supporting student development. Group and peer reflection will be facilitated by link lecturers at regular meetings in practice settings and in the university at the end of each placement.

- 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, programme outcomes and practice learning placements.

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

PLPs and the programme team told us there are collaborative processes for preparation for enhanced skills delivery, practice learning and practice assessment. Training needs analysis and reviews of existing skill mix in academic and practice learning staff are underway. Additional training is offered for any skills deficit and where needed. Cross-field skills teaching is planned in the university practice modules. PLPs told us students work with nurses and health care professionals to enable enhanced skills to be supervised and assessed appropriately.

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**

<ul style="list-style-type: none"> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 13 May 2019</p>

<p>Standard 5: Qualification to be awarded</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p>
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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

There are no fall-back exit awards that provide eligibility for registration with the NMC.

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: 13 May 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 type="checkbox"/>	<input checked="" 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 <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>LSBU multiple mini interview schedules, February 2019</p> <p>LSBU interview record document, undated</p> <p>LSBU placement agreement (various), 28 August 2018 to 29 January 2019</p> <p>LSBU process for completion of RPL, 2019</p> <p>LSBU marketing letter for APL workshops, undated</p> <p>LSBU pre-registration nursing APL guidance, 2019</p> <p>LSBU biosciences for nursing workbook, 2019</p> <p>LSBU BSc nursing RPL mapping tool, 2019</p> <p>LSBU Pg Dip RPL mapping tool, 2019</p> <p>LSBU Moderation report for second registration APL into Pg Dip, 03 December 2018</p> <p>LSBU mapping document for interruptions to 2019 curriculum, undated</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Student university handbook: Information is provided to students through its website and Moodle which contains specific web links.</p> <p>Practice learning handbook for supervisors and assessors: The practice learning handbook provides information for students, practice supervisors and practice and academic assessors. This is supported by information in the PAD.</p>		
Additional comments:		

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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: BSc adult nursing year one x two, year two x one, year three x two. BSc children nursing year one x one, year three x one. BSc learning disabilities nursing year three x two. BSc mental health nursing year one x two, year two x two, year three x one. Pg Dip adult nursing adult year one x one. Pg Dip children nursing year two x two. Pg Dip learning disabilities nursing year one x two, year two x two. Pg Dip mental health nursing year two x one.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list CQC quality report for William Harvey Hospital, Ashford, 28 February 2019		
If you stated no above, please provide the reason and mitigation: The school is an established AEI and visits to these facilities was not required.		
Additional comments:		

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Issue record

Final Report

Author:	Monica Murphy	Date:	28 June 2019
Checked by:	Judith Porch	Date:	12 September 2019
Approved by:	Andrea Bacon	Date:	12 September 2019
Submitted by:	Leeann Greer	Date:	13 September 2019