

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	Swansea University
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Nursing (Adult)</p> <p>BSc (Hons) Nursing part-time (Adult)</p> <p>MSc Nursing Pre-registration (Adult)</p> <p>BSc (Hons) Nursing (Child)</p> <p>BSc (Hons) Nursing part-time (Child)</p> <p>MSc Nursing Pre-registration (Child)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>BSc (Hons) Nursing part-time (Mental Health)</p> <p>MSc Nursing Pre-registration (Mental Health)</p> <p>BSc (Hons) Nursing (Learning Disability)</p> <p>BSc (Hons) Nursing (Dispersed Learning) Adult</p>

	BSc (Hons) Nursing (Dispersed Learning) Mental Health)
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
<b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	BSc (Hons) Flexible Part-Time Nursing (Adult)
<b>Academic levels of current programme:</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  <p>SCQF</p> <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
NDA Adult	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  <p>SCQF</p> <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
NDA Children's	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  <p>SCQF</p> <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
NDA Learning Disabilities	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  <p>SCQF</p> <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
NDA Mental Health	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse – Children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	20 May 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	11 August 2022
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	8 April 2024
RN – Children’s	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	N/A
NDA Adult	N/A
NDA Children’s	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children’s	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children’s	N/A
Dual award – Learning Disabilities/Children’s	N/A
<b>Date of modification:</b>	12 January 2024
<b>Type of modification:</b>	Desktop



<b>QA visitor(s):</b>	Registrant Visitor: Liz Gormley-Fleming

## **Section two**

### **Summary of review and findings**

Swansea University (SU) presents programme documentation to modify their approved pre-registration nursing programme to add a four-year flexible part-time Bachelor of Science with Honours (BSc (Hons)) pre-registration nursing route in the field of adult nursing. The programme was initially approved by the Nursing and Midwifery Council (NMC) on 20 May 2022.

SU is an established provider of pre-registration nursing and the addition of this BSc (Hons) nursing flexible part-time (adult) route complements the existing portfolio. The new route is delivered at the SU Singleton campus only.

This route is developed in response to market needs for mature students who've competing demands and who may be health board staff. The proposal for the new route has been widely consulted with practice learning partners (PLPs), students and people who use services and carers (PUSCs). Health Education and Improvement Wales (HEIW) have agreed to support the flexible programme within existing commissioned numbers.

The 'Once for Wales' 2020 national approach for the assessment of practice and the preparation of staff who support students in the practice learning environments (PLEs) continues to be followed. Documentary evidence provided states the existing practice assessment document (PAD) and ongoing achievement record (OAR) is adopted in this new route.

The submitted documentation confirms evidence of effective partnership working between SU and key stakeholders.

The information provided comprehensively describes the new programme and demonstrates innovation and currency.

This modification is undertaken via desktop review.

The programme is mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. The programme meets the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) at programme level.

The programme is recommended to the NMC for approval.

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Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> None identified.</p>
<b>Date condition(s) to be met:</b>	N/A
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	SU's equality, diversity and inclusion (EDI) data monitoring and how this is being implemented at programme level.

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Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b>	
N/A	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Typographical errors highlighted and amended.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p><a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023)</p> <p><a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p> <p><a href="#">QA Handbook</a> (NMC, 2022)</p>

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

**Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**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 users of services, 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, people who use services, students and any other stakeholders.**

Documentary analysis of the evidence provided demonstrates robust and effective partnership working at all levels with SU, students, PLPs and PUSCs. Evidence of collaboration in the development of this new route is provided.

PLP consultation and engagement information is made available in the documents provided. Evidence of meetings about the delivery and operationalisation of this programme with key stakeholders present are provided.

There's documentary evidence of PUSCs' involvement in the development, delivery and ongoing review of the programme. There's a clear commitment for partnership working at all levels and partnership arrangements are strong.

Detail of stakeholder involvement in the recruitment process is outlined in the documentation including how they're prepared for this. This includes EDI training for all staff and PUSCs.

There's a well-established PUSC engagement strategy and there are plans to widen the pool of PUSCs to better reflect the changing demographic. PUSCs play an active role in all stages of the student journey and in the governance of the programme. Documentation provides details of their involvement in recruitment, teaching and assessment activities and where opportunities are to provide feedback on the student performance. The PAD provides further opportunity for PUSC feedback.

The documentation provided identifies opportunities for inter-professional learning with arrangement for engagement with a range of other healthcare professionals. Formalised opportunities for inter-professional learning exist within modules and in the PLE.

Existing arrangements for the preparation of practice supervisors, practice assessors and academic assessors continues as this is found to be effective. Documentation provided tells us that SU continues to use the 'Once for Wales' 2020 updated training programmes. SU confirm that they've enough practice supervisors, practice assessors and academic assessors for the number of students.

A range of opportunities exist for students to provide feedback on modules and practice learning experiences. Evidence of how this is used to make changes is provided.

SU are alerted to adverse system regulator reports by Healthcare Inspectorate Wales (HIW). There are no current concerns directly impacting SU placement areas.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET  NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET  NOT MET

#### Post Event Review

**Identify how the condition is met:**

N/A

**Date condition(s) met:**

N/A

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

MET  NOT MET

N/A

### 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 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**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, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).**

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**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 people who use services and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES  NO

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

YES  NO

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

YES  NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES  NO

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

YES  NO

**Provide an 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 (R1.5)

MET  NOT MET

R1.5 is met. Programme documentation confirms that up to 50 percent recognition of prior learning (RPL) may be considered for entry to this flexible part-time adult nursing route.

SU has a policy and established process for RPL to be assessed. Mapping documentation confirms that this proposed route is mapped to programme and module outcomes.

Applicants to this route are required to submit a portfolio of evidence and this is scrutinised by a panel before a recommendation to the board of examiners is made.

Documentation provided outlines this process clearly.

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

**MET**  **NOT MET**

R1.6 is met. Documentation confirms the process for NMC registered nurses to achieve RPL. Mapping documentation containing the programme learning outcomes confirms that RPL is capable of being mapped to the SPNP and FN:SPRN. All RPL claims are submitted on an individual basis and the applicant can apply for more than 50 percent of the programme to be credited through the RPL process.

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

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

**MET**  **NOT MET**

R1.7 is met. Documentary evidence demonstrates the mapping of numeracy, literacy, digital and technological literacy to the FN:SPRN and programme outcomes. SU has an established and effective approach to assessing applicants to the programme at the point of entry. Applicants are required to meet the SU entry criteria for a nursing degree programme. This includes a general certificate of

secondary education (GCSE) at level two (grade A-C) in English or Welsh and mathematics.

The PAD and OAR are linked to competency outcomes in numeracy, literacy and digital and technology literacy. Proficiency is recorded in the PAD and OAR.

An online medication calculation platform is used to develop numeracy skills throughout the programme. There's a summative medication calculation assessment where all students are required to achieve a 100 percent pass mark. SU has extensive support services for students who require additional numeracy and literacy support.

A virtual learning environment (VLE) is used as a repository for teaching and learning materials, and students have access to additional support if required to enable them to access this information. Students are required to submit module assessments online and feedback is provided via the VLE.

A key principle of the programme is that digital capability, numeracy and literacy is embedded throughout each year of the programme.

**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.**

No current students will be permitted to transfer onto the proposed route.

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).**

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

Existing SSSA practices, policy and guidance as identified in the documentary evidence is followed and fully implemented for the proposed new route.

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:** 12 January 2024

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

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

N/A

**Standard 2: Curriculum**

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

- R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
- R2.2 comply with the NMC *Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- 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 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- 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, R2.15, R2.16, R2.19, R2.20; 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 programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)  
YES  NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)  
MET  NOT MET



R2.4 is met. Documentary evidence and analysis confirms that the design and delivery of the programme supports students in both theory and practice across all four fields of nursing. An outline of the practice learning experience in the programme is provided. There are nine practice learning experiences planned throughout the programme varying in length from seven to 14 weeks. Theory modules run within the same semester thus enabling the theory to support practice learning.

The All-Wales PAD confirms that the FN:SPRN apply to all four fields of nursing. A faculty placement allocation team work in collaboration with the programme team to ensure all students have formal exposure to all four fields. This ensures there's oversight and that placement allocation is formally recorded.

A hub and spoke model of practice learning experiences for field specific and cross field learning experience is utilised. A diverse range of clinical placements relevant to the programme are available to all students. Students document their practice learning in the PAD. Oversight of placements to ensure students experience the range of different placements is managed by a central team.

There's evidence in the module descriptors reviewed of field specific learning outcomes and field specific content.

Academic staff all have relevant clinical backgrounds covering the four fields of practice which support student learning across the lifespan.

- 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. Documentation analysed confirms that the design and delivery of the route enables students to gain experiences in all four fields of nursing. Field specific learning outcomes are identified in the module descriptors and programme specification. This route allows students to enter the register in one specific field of practice (adult nursing). Practice learning experiences enable students to apply field specific learning. Students gain experience across the four fields of nursing through the hub and spoke model and these are documented in the PAD.

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

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

**YES**

**NO**

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

YES  NO

**Provide an 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. The documentation provided identifies in the programme design relevant field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Module descriptors detail where these are delivered and assessed. Medication administration and optimisation is summatively assessed. The PAD details the assessment of these in the PLE. Mapping of the curriculum to the law, safeguarding, consent, pharmacology and medicines management is provided.

- 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. The documentation provided details the programme structure and demonstrates an equal balance of theory and practice learning. There are 2340 hours of theory and 2340 hours of practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. The student's journey through the programme is detailed in the submission document. There are nine theory modules and nine practice placement experiences. A programme plan is provided and this outlines how the theory and practice learning hours for this programme are achieved. The PAD details the minimum hours required.



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. Students are involved in group work, online learning activities, simulation activity, formal lectures and reflective practice following their practice learning experiences.

There are appropriate module aims, descriptors and outcomes specified. There's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

**MET**  **NOT MET**

R2.10 is met. Unchanged through this modification.

**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 (R2.11)  
**YES**  **NO**  **N/A**
- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)  
**YES**  **NO**
- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)  
**YES**  **NO**  **N/A**

The programme doesn't lead to registration in two fields of nursing.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)  
**YES**  **NO**  **N/A**

The programme doesn't lead to registration with the NMC and another profession.

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

**YES**  **NO**

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 12 January 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Standard 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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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; R2.10, R2.12; 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. Placement learning opportunities are fully detailed in the documentation provided and these identify how students meet the FN:SPRN required for registered nurses across the field of adult nursing. The practice allocation model provides opportunities for students on this route to experience delivering safe and effective care to a diverse range of people. The PAD enables effective recording of meeting the FN:SPRN.

Effective working relationships exist with a range of PLPs. Concerns are escalated through established processes. A robust fitness to practise policy and process is supplied and demonstrates partnership working in this area between SU and PLPs. Any concerns identified in the HIW regulatory reports that relate to the student learning experience are managed through an existing partnership process. There are opportunities for students to provide feedback on their practice learning experiences.

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

**MET**  **NOT MET**

R3.2 is met. Documentary analysis confirms that systems and processes are in place to assess, monitor and evaluate the quality of the PLEs and student experiences.

A hub and spoke model for practice placement allocation ensures students have a range of appropriate placement experiences in all four fields of nursing so they can

meet the holistic needs of people across the life span. A central team have oversight of placement allocation.

- 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 analysis demonstrates that practice learning experiences are provided which allow students to meet the communication and relationship management skills and nursing procedures as set out in the FN:SPRN. These skills are assessed in the PLE and recorded in the PAD.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

**MET**  **NOT MET**

R3.4 is met. Programme documentation confirms the total practice learning hours as 2340 hours and that simulation isn't contributing to practice learning hours.

- 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 analysis provides details of a range of processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments. Further details of how individual needs and personal circumstances are considered when engaging in university learning and assessments are provided. Reasonable adjustments are made as appropriate to meet individual student needs both in placement and in the university.

**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: 12 January 2024

### Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

### Standard 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 constructive 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*.

*Standards framework for nursing and midwifery education, specifically:*  
R2.12; 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*

### 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. Unchanged through this modification.

- 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. Unchanged through this modification.

**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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

**MET**  **NOT MET**

R4.4 is met. Programme documents including the module descriptors, programme specification and programme guide detail both formative and summative assessment methods. Formative assessment is used to inform summative assessments and there are a diverse range of summative assessments in the programme. SU and school assessment and marking policies outline the timeframes for the receipt of feedback. Students receive feedback through various means. Feedback on written academic assessments is via electronic platforms. Online learning platforms, for example safeMedicate, give immediate feedback on their performance which can be used to improve their performance before the exam in drug calculations. Feedback on clinical skills practice is also immediate. The PAD contains a section for PUSC feedback and students are required to receive three pieces of feedback from PUSCs whose care they've been involved in. PLPs, practice supervisors and practice assessors are prepared for the assessment process and for giving feedback.

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

**MET**  **NOT MET**

R4.5 is met. Review of documents shows evidence of mapping to the FN:SPRN and programme learning outcomes for the adult field of nursing practice. Consideration is given to the nature of the PLEs students require to enable them to achieve the programme outcomes and FN:SPRN to be fit for practice by the end of the programme. The range of PLEs for this field of nursing practice is appropriately detailed in the documents provided. Oversight of placements is maintained at programme level supported by a central team.

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

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

**YES**  **NO**



<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u><a href="#">Standards framework for nursing and midwifery education</a></u> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u><a href="#">Standards for student supervision and assessment</a></u> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 January 2024		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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.

*Standards framework for nursing and midwifery education, specifically R2.12, R2.21*

**Findings against the standards and requirements**

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)  
**YES**  **NO**
- Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. (R5.2)  
**YES**  **NO**

**Fall Back Award**

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

**YES**  **NO**  **N/A**

There's no fall back award with eligibility for registration as a nurse in this programme.

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:** 12 January 2024

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

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

**MET**

**NOT MET**

N/A

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<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, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<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, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is proposed.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: This is a desktop modification.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<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 practice learning environments are visited, 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: HIW learning disability inspection report (Unannounced), Swansea Bay University Health Board, 17 June 2022 HIW learning disability inspection report (Unannounced), Swansea Bay University Health Board, 27 April 2023 HIW learning disability inspection report (Unannounced), Assessment and Treatment Unit, Swansea Bay University Health Board, 20 July 2023 HIW hospital inspection report (Unannounced), Cardiff and Vale University Health Board, 16 June 2023		
If you stated no above, please provide the reason and mitigation: SU is an established education institution and there's no requirement to view/visit resources.		
Additional comments: None identified.		

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### **Issue record**

#### **Final Report**

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