Programme Major Modification report

Section one

Programme provider name:	Swansea University
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing part-time (Adult) MSc Nursing Pre-registration (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing part-time (Mental Health) MSc Nursing Pre-registration (Mental Health) BSc (Hons) Nursing (Child) BSc (Hons) Nursing part-time (Child) MSc Nursing Pre-registration (Child)
Modified AEI programme title(s) if applicable:	N/A

Additional AEI programme title(s) if applicable:	BSc (Hons) Nursing (Learning Disability) BSc (Hons) Nursing (Dispersed Learning) (Adult) BSc (Hons) Nursing (Dispersed Learning) (Mental Health)

Academic levels of current programme:

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5　☐ Level 6　☐ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5　☐ Level 6　☐ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☒ N/A

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

Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF

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

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	

Date of NMC approval of the programme being modified:	20 May 2020
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date:	
RN – Adult	1 March 2023
RN – Children's	
RN - Learning Disabilities	13 March 2023
RN - Mental Health	1 March 2023
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	23-24 May 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Ronnie Meechan Lay Visitor: Phil Stephenson

Summary of review and findings
Swansea University (SU) is an established approved education institution (AEI) with campuses in Swansea and Carmarthen. On 20 May 2020 SU gained approval from the Nursing and Midwifery Council (NMC) for a three-year full-time and a four-year part-time undergraduate pre-registration Bachelor of Science with Honours (BSc (Hons)) nursing programme in adult, child and mental health fields of nursing practice. Approval was also granted for a two-year full-time MSc programme in adult, child and mental health fields of nursing. This modification request is to add a new field of nursing (learning disabilities) at undergraduate level and two additional undergraduate routes for the approved adult and mental health nursing fields via dispersed learning. This visit is undertaken face to face. The BSc (Hons) nursing (learning disabilities) route is developed to support the Health Education and Improvement Wales (HEIW) focus on developing compassionate leadership, supporting students from disadvantaged backgrounds and enhancing digital learning and inter-professional learning (IPL). SU was awarded a seven-year contract to deliver nursing education in June 2021. The dispersed learning routes are only accessible to applicants from the Hywel Dda health board region. By recruiting higher numbers of local students who can undertake their academic learning and placements more locally, it's hoped that this will provide more opportunities for Welsh university graduates in the fields of adult and mental health nursing. The dispersed learning routes differ from existing routes in both the learning and teaching strategy and delivery location. The taught element of this route is delivered via the interactive digital learning platform (Canvas) which allows students to access lectures, seminars and skills training at a time to suit them to more easily fit their study around their life commitments. During theory teaching blocks, there's weekly face to face contact with academic staff at the Carmarthen campus. Two other sites (Cardigan integrated care centre and Withybush hospital) have been identified to explore and develop so that further suitable spaces are available once it's known where students are residing. Both sites have existing teaching facilities and are existing practice learning partners (PLPs) for SU. As the use of these sites is only currently being explored, they weren't visited as part of this modification. Documentary evidence indicates and the programme team confirm that students have access to library and student support resources online as well as accessing the facilities at existing SU campuses. Students undertaking the dispersed learning routes access clinical skills and simulated learning opportunities within the established facilities. We're assured that SU governance

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processes are robust and that these facilities will be appropriately scrutinised by the AEI to ensure they're an appropriate location for student learning.

SU has collaborated with AEIs and PLPs to develop the all-Wales practice assessment document (PAD) and ongoing achievement record (OAR). SU uses the all-Wales PAD and OAR and related mapping and guidance documents to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018) across the proposed new field and two additional routes. The SSSA are detailed and mapped in programme documentation.

SU has undergone a restructuring exercise and has moved from the existing college structure to a faculty/school structure. The college of human and health sciences (CHHS) has now merged with the SU medical school to form the faculty of medicine, health and life science (FMHLS). These new pre-registration nursing programme routes sit within the school of health and social care (the school) which is in the FMHLS. SU are currently updating policies and processes to reflect the new faculty structure. In the meantime, the CHHS policies continue to apply to all NMC approved programmes.

Documentary evidence and the modification visit confirm PLPs have a range of opportunities to contribute to the design and development of the programme and there's effective partnership working between the AEI, health boards and service users and carers (SUCs).

Documentation and the modification visit show that SU in partnership with PLPs identify and discuss any issues from HEIW or Care Inspectorate Wales (CIW) quality reviews and take appropriate action to provide safe practice learning environments. Evidence from educational audits is also used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. Where practice learning environments are shared by more than one AEI, the AEI undertaking the audit provides a copy to the other AEIs. This is emailed via the placements allocation office of the relevant AEI and then shared with the link lecturer and added to the audit database at SU.

During our visits to PLPs we met with nursing students from SU and another Welsh university. Students from the other university are undertaking practice learning opportunities in learning disabilities clinical areas. Students from SU are undertaking practice learning opportunities in adult nursing areas.

Documentation shows the programme is mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) 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 SSSA.

The programme is recommended for approval subject to one university condition. One NMC recommendation and three university recommendations are made.

Updated 24 June 2022:

SU have provided documentary evidence that the university condition has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:**

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	Condition one: The committee required that the programme team reflect upon which transferable skills are developed within each module and rationalise the list of transferrable skills in the module proformas to ensure that the most pertinent skills are emphasised. (University condition)
Date condition(s) to be met:	24 June 2022
Recommendations to enhance the programme delivery:	Recommendation one: The AEI should consider in partnership with PLPs how they continue to monitor nursing students, with particular attention to adult nursing supernumerary status in practice learning placements. (SPNP R3.7) Recommendation two: The committee recommended that the programme team consider how they can provide further financial and other support for service users and carers to engage in the learning disability specific route. (University recommendation) Recommendation three: The committee recommended that the programme team make a continued commitment to ensuring that service users and carers are provided with 'easy read' versions of key documentation, which are inclusive, accessible and minimise jargon. (University recommendation) Recommendation four: The committee recommended that the programme team continue to engage actively with learning disabled services users and carers in the ongoing development of the BSc (Hons) nursing (learning disability) programme. (University recommendation)
Focused areas for future monitoring:	The supernumerary status of students undertaking adult nursing routes.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: SU have provided documentary evidence that the university condition has been met. Condition one is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI made some observations about the use of capital letters in the report. While two of these were appropriate and changed the rest were left without capitalisation to meet the NMC tone of voice guidelines.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	24 June 2022

Section three

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

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

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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

There's documentary evidence of partnership working both within minutes of curriculum development workshops for the original programme and proposed routes and the inclusion of placement agreements. These agreements have been

developed in collaboration with PLPs and are signed by a representative of the AEI and representatives of the relevant PLPs. The agreements commit the AEI and PLPs to the provision of safe and supportive learning environments for pre-registration nursing students. SU has processes in place for agreed common objectives where practice learning environments are shared between SU and other AEIs. We're assured that there's robust partnership working between AEIs who share practice learning environments with SU.

Senior nurses and practice education leads tell us there are effective processes in place to respond quickly to the needs of students, practice supervisors and practice assessors. Documentary evidence confirms and the programme team tell us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. Documentary evidence confirms and the programme team, senior nurses and practice education staff tell us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments. Examples of partnership meeting structures include the strategic education healthcare practice meetings that are attended by SU senior staff as well as heads of nursing, practice education staff and staff who work within the local health boards. The head of nursing, programme directors and the placement and employability manager work with SU staff and practice education staff from heath boards to enable effective coordination of practice learning. Fitness to practise concerns are effectively managed in partnership between SU and PLPs. Practice learning experiences are structured using a hub and spoke model.

There's documentary evidence to support the school's commitment to service user involvement in healthcare education. SU has an established SUC group as well as a SUC engagement strategy. The strategy is led by a SUC co-ordinator at SU. SUCs tell us and minutes demonstrate that they attended curriculum development group meetings in relation to the new proposed routes. Documentary evidence demonstrates that SUCs are involved with the delivery and assessment of students in theory and practice learning across all fields of nursing practice and all routes within the pre-registration nursing programme, as well as being involved within the selection process.

SUCs tell us that they're involved with the selection, delivery and assessment of students. SUCs confirm that they receive training and education to undertake these roles. SUCs tell us that they were consulted and contributed towards the pre-registration nursing programme and their contributions are valued.

The SUC group has recently expanded and SUCs tell us that they look forward to supporting the new routes proposed by SU. Learning disability nursing champion training is offered to all students. This will improve knowledge and raise awareness of the issues that people with a learning disability face when accessing healthcare services by enabling healthcare staff and providers to understand the specific needs of the individual and to make reasonable adjustments that meet those

needs. This is also offered to students as a further opportunity for IPL. SUCs have developed an online resource called Life Street which enables students to develop their understanding of learning disability issues in various family situations. This platform is used to support the learning of the learning disability and dispersed learning routes. Students tell us they've found this very useful and engaging.

There's documentary evidence and students tell us at the visit that they've been consulted and have contributed to the design and development of the new programme routes. Students tell us that processes are in place for them to give feedback on theory and practice learning. Students tell us they've opportunities to learn from a range of people in practice learning environments, including SUCs and opportunities for IPL. Documentary evidence of IPL and what the programme team and students tell us includes violence and aggression workshops with healthcare students, shared learning activities with operating department practitioners and paramedic science students, and shared learning opportunities with nursing and midwifery students. Students tell us that they're listened to and that SU staff and practice assessors and practice supervisors are responsive and supportive.

SU and PLPs have adopted the once for Wales 2020 training programme for preparing and developing practice supervisors and practice assessors. PLPs demonstrate a clear understanding of these roles and responsibilities.

Documentation and the modification visit confirm practice education facilitators employed by PLPs and link lecturers employed by SU engage with and provide valued support to practice assessors, practice supervisors and students in practice learning environments.

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 ☐

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

MET ☒   NOT MET ☐

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

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 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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

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

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

MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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 <u>evaluative summary</u> 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. Existing students undertaking the pre-registration nursing programme won't transfer onto the BSc (Hons) learning disabilities nursing route, the BSc (Hons) adult nursing 'dispersed learning' route or the BSc (Hons) mental health nursing 'dispersed learning' route.

Proposed transfer of current students to the *<u>Standards for student supervision and assessment (SSSA)</u>* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. SU programmes are already approved using the SSSA.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ⊠ **NO** ☐

Outcome
Is the standard met? MET ⊠ NOT MET ☐ **Date:** 24 May 2022
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 theory and practice learning using a range of learning and teaching strategies

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:
R1.2, R1.3, R1.7, R1.10, R1.11

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

- There is evidence that the programme complies with the NMC *Standards 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

  MET ☒   **NOT MET** ☐

R2.4 is met. There's documentary evidence demonstrating the design and delivery of the programme supports students' learning in all four fields. SU is seeking a modification to introduce a BSc (Hons) learning disabilities nursing route, a BSc (Hons) adult nursing 'dispersed learning' route and a BSc (Hons) mental health 'dispersed learning' route.

Documentary evidence identifies the proposed programme routes are designed to facilitate students' exposure in theory and practice learning to their subsequent field of practice. The programme specification and student handbooks identify where cross field teaching, learning and assessment takes place, including simulation. Students undertake practice learning experience in alternative fields as 'spoke' learning opportunities.

There's documentary evidence that confirms the design and delivery of the programme supports students in both theory and practice to experience nursing across all four fields of practice. Students tell us they've direct care experience of all the fields of practice during their pre-registration programme.

Documentation and the modification visit confirm that the same approaches apply to the proposed new routes.

- 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. Students complete field specific modules in theoretical taught components of the programme. Field specific learning outcomes and content is referred to in relevant module documentation. Programme modification documentation demonstrates programme structure, design and delivery is sufficient to allow students to enter the register in the adult, mental health or learning disabilities field of nursing practice.

Students tell us they've sufficient theory and practice learning relevant to their field of practice. The all-Wales PAD facilitates achievement of the FN:SPRN for adult, mental health or learning disabilities nursing. All routes through the pre-registration nursing programme use the all-Wales PAD.

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

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

  MET ☒   **NOT MET** ☐

R2.8 is met. There's documentary evidence within the programme specifications and module documentation that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines

administration and optimisation for entry to the register in one field of nursing practice.

The programme team, senior nurses, practice assessors and practice supervisors tell us that students have sufficient exposure to field specific content in relation to these topics throughout their programme.

The all-Wales PAD, programme specifications and module documentation outline the academic and practice proficiency outcomes in relation to these aspects of the curriculum.

The school provides mapping documents relating to both theoretical and practice components of the BSc (Hons) learning disabilities nursing route, the BSc (Hons) adult nursing 'dispersed learning' route and the BSc (Hons) mental health nursing 'dispersed learning' route. The mapping documents clearly evidence field specific content related to these areas.

- 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 structure for the BSc (Hons) learning disability nursing route, the BSc (Hons) adult nursing 'dispersed learning' route and the BSc (Hons) mental health nursing 'dispersed learning' route demonstrates an equal balance of theory and practice learning. Programme specifications and programme planners detail the designated hours for practice learning.

Module documentation identifies appropriate module aims, descriptors and outcomes. The FN:SPRN, skills and procedures are assessed in practice using the all-Wales PAD. Practice learning allocation is undertaken in collaboration with PLPs to ensure students undertake relevant practice learning experiences. Practice learning allocation provides assurance students demonstrate achievement of designated hours.

Documentary evidence shows students have exposure to a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning. Documentary evidence and the modification visit identifies a comprehensive range of learning and teaching strategies. These

include reflection with peers, clinicians and SUCs, lecture, small group work, technology facilitated online learning via Canvas, simulated practice and clinical skills. There are opportunities for Welsh speaking students to access material and learning opportunities in the Welsh language.

Students tell us that they've a wide range of learning opportunities and gain relevant experience in all fields of nursing.

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** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☐   **NO** ☐   **N/A** ☒

All programme routes lead to registration in one field of practice.

- 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 leads to nursing registration only.

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: 24 May 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages   R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)   R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities   R3.6 ensure students experience the range of hours expected of registered nurses, and   R3.7 ensure that students are supernumerary.   *Standards framework for nursing and midwifery education,* specifically: R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Findings against the standard and requirements

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

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

  MET ⊠   NOT MET ☐

R3.1 is met. Documentary evidence and the modification visit assure us students develop the skills to deliver safe and effective care to a diverse range of people across the four fields of nursing practice. Hub and spoke practice placement plans show us delivery of practice learning experience across the four fields of nursing practice sufficient to meet the FN:SPRN.

The FMHLS has established effective working relationships with its PLPs at strategic and operational levels to ensure that students have appropriate and quality assured practice learning opportunities that are inclusive and safe. Existing PLPs are used for the dispersed learning routes.

The programme team, senior nurses and practice education staff tell us there's sufficient capacity across the geographical location ensuring appropriate practice learning experiences to allow students to deliver safe and effective care across the four fields of nursing practice. Senior nurses confirm relevant policies have been modified to enable students to practise clinical skills safely and effectively in practice learning environments.

Senior nurses say they're working collaboratively across the local health boards and private voluntary independent organisations to ensure sufficient opportunities for students to practise the core nursing skills outlined in annexes A and B of the FN:SPRN.

Students at the modification visit tell us they're supported in practice learning environments and there's sufficient opportunity to develop and meet the FN:SPRN in their fields of nursing practice throughout their programme. They confirm experiencing all the fields of nursing during their pre-registration nursing programme.

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- 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 evidence identifies that there's a clear system in place to monitor the quality of the practice learning environments (through educational audits) and for students' evaluation of their practice experiences. The programme team, senior nurses and practice education staff tell us that clinical areas are audited and that where areas are shared with another AEI there's a system in place to ensure information is shared.

There's a system in place to ensure system regulator reports are shared between PLPs and SU. Where a system regulator report identifies a requires improvement outcome SU and the relevant PLP create clear action plans and review areas suitability for learning. SU also reports this information through NMC annual self-assessment reporting and exceptional reporting when necessary. There's documentary evidence that organisations are required to complete a form notifying SU of any adverse Healthcare Inspectorate Wales (HIW) inspection outcomes. The programme team state the process works well and information is acted upon.

The programme team and PLPs tell us that the suitability of placements to meet programme outcomes is reviewed collaboratively by practice placement education leads and the placement allocation team as part of the allocation cycle. Practice learning configuration and circuits are designed in relation to the experience required for students to deliver safe and effective care to a diverse range of people of all ages.

Practice education leads within all PLP organisations tell us they meet regularly with relevant academic staff to feedback, contribute to the monitoring of all programmes and resolve any escalated concerns.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors tell us there are appropriate processes for assessing, monitoring and evaluating practice experiences. This includes processes for withdrawing students from a practice learning area and supportive measures when reintroducing students to practice learning areas. Students confirm they complete an evaluation after each practice learning environment experience.

Senior nurses, practice education staff, practice supervisors and practice assessors tell us that students undertaking the pre-registration nursing programme have a variety of practice learning experiences to meet the holistic needs of people in all ages.

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Students tell us that they're given the opportunity to undertake a practice learning feedback survey and that the programme team provide a quick and effective response when issues are raised.

- 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. Unchanged through this modification.

- 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. The AEI's virtual learning environment (VLE) provides access to online materials supporting the programme. The VLE includes general resources to aid student study. Technology to support the learning, teaching and assessment strategy includes using software packages such as safeMedicate. Simulation-based learning and technology enhanced activities are used effectively and proportionately in supporting learning and assessment for the BSc (Hons) learning disabilities nursing route, the BSc (Hons) adult nursing 'dispersed learning' route and the BSc (Hons) mental health nursing 'dispersed learning' route.

All proposed routes reflect the digital strategy for Wales and the digital inclusion alliance Wales policies to enhance digital inclusion and equality for communities. The school has invested in information technology equipment to support students undertaking the dispersed learning routes. The SU centre for academic success delivers learning opportunities for students undertaking the pre-registration programme in relation to enhancing the digital literacy of nursing students.

The AEI has established simulation facilities. Students undertaking the BSc (Hons) learning disabilities nursing route, the BSc (Hons) adult nursing 'dispersed learning' route and the BSc (Hons) mental health nursing 'dispersed learning' route access simulated practice learning opportunities within existing facilities at SU. The programme team tell us that simulated learning activities don't count towards practice hours.

Students tell us that they've had the opportunity to undertake simulated practice and that they value the contribution this has to their education. Students tell us that SUCs are involved with some of the simulated practice activities. SUCs confirm

that they're involved with simulation in the simulation laboratories/classrooms and that they're prepared for their role.

Students confirm they have the opportunity to engage and learn with other health and social care practitioners from a range of disciplines in the practice learning environment. There's documentary evidence confirming simulation-based learning opportunities are effective, proportionate and comply with Article 31(5) of Directive 2005/36/EC.

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

MET ⊠　　**NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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: 24 May 2022

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

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

    MET ☒   **NOT MET** ☐

R4.1 is met. 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. There's documentary evidence of how the SSSA are applied to the programme. There's evidence that the school and PLPs are working with all stakeholders to continue to identify practice supervisors, practice assessors and academic assessors and how they'll be prepared for their roles in relation to the BSc (Hons) learning disabilities nursing route, the BSc (Hons) adult nursing 'dispersed learning' and the BSc (Hons) mental health nursing 'dispersed learning' routes at SU.
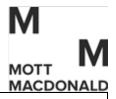
The programme team, senior nurses and practice education staff tell us that existing staff from within the health boards and local organisations have been identified to undertake the role of practice assessor and practice supervisor and that they're receiving updates and training to prepare them to undertake these roles.

Practice supervisors, practice assessors and academic assessors tell us updates on the implementation of the SSSA are being delivered in their organisations. This also includes information with regards to the SU learning disabilities route as well as the dispersed learning routes. Senior nurses, practice assessors, practice supervisors and practice education staff tell us that they've been involved with the curriculum development events or were aware of the modification to introduce a learning disabilities route and the dispersed learning routes.

Practice assessors and practice supervisors state they're being prepared for their roles and understand their responsibilities in student learning, assessment and progression. Programme documentation stipulates that academic assessors can't be the same individual for consecutive parts of the programme.

Senior nurses, practice education staff and the programme team tell us there's sufficient training and education in place to ensure practice supervisors and practice assessors are fully prepared to undertake their roles.

We're assured by the programme senior management team that they've adequate resources, including administrative support to ensure effective coordination of learning in practice learning environments.

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

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

 MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

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

 YES ☒   **NO** ☐

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

 YES ☒   **NO** ☐

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

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

  YES ☒   NO ☐

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

  YES ☒   NO ☐

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

  YES ☒   NO ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met   YES ☒   NO ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met   YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 24 May 2022		

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

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

Standard 5: Qualification to be awarded

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

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

- 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

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with registration as a nurse.

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: 24 May 2022

Post event review

Identify how the condition(s) is met:

N/A

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: SU doesn't offer an apprenticeship route, therefore written agreements with employer partners aren't submitted for review.		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Practice visits day one: BSc (Hons) learning disabilities nursing x one (year one) from another Welsh university BSc (Hons) learning disabilities nursing x three (year three) from another Welsh university SU BSc (Hons) adult nursing x two (year two) SU BSc (Hons) adult nursing x one (year three) Modification visit SU, day two: SU BSc (Hons) children's nursing x two (year two) SU BSc (Hons) mental health nursing x two (year two) SU BSc (Hons) mental health nursing x one (year one) SU BSc (Hons) adult nursing x one (year two)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: SU doesn't offer an apprenticeship route, therefore there are no employer partners to meet.		

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Additional comments:
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐
If practice learning environments are visited, state where visited/findings: During day one of the visit, four practice learning environments were visited. These included: The community team learning disability service (CTLD), Guildhall Francis Street, Swansea, SA1 4PE. Llwyneryr inpatient unit, 151 Clasemont Road, Morriston, Swansea, SA6 6AH. Health action team, 1 Penlan Road Carmarthen, Carmarthenshire, SA31 1DN. Picton ward, Glangwili General Hospital (Hywel Dda University Health Board), Dolgwilli Road, Carmarthen, SA31 2AF. We met with PLPs senior management, practice education staff, practice assessors and practice supervisors. They tell us there's sufficient high quality placement learning opportunities available to enable students to experience nursing across all four fields of practice and across the lifespan. Practice education staff, practice assessors and practice supervisors are supportive of the learning disabilities and the 'dispersed learning' routes and they tell us they're involved with the design of these routes. We spoke to learning disabilities nursing students from another AEI on placement at the CTLD, Llwyneryr Inpatient Unit and the Health Action Team in Carmarthen. They describe an extremely supportive practice learning environment with learning opportunities that enable them to meet programme learning outcomes and the FN:SPRN. They also tell us that they've access to cross field experiences.		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: HIW report, Cardiff and Vale University Health Board, 27 May 2021 HIW report, Hazel ward, Hafan Y Coed, 11 May 2021 HIW report, Wards East three and four, University Hospital Llandough, 4 November 2020		

HIW report, Medical emergency assessment unit, University Hospital Llandough, 13 January 2021 HIW report, East 12, University Hospital Llandough, 14 April 2021
If you stated no above, please provide the reason and mitigation: SU is an established AEI and visits to facilities isn't required as part of this modification.
Additional comments: None identified.

Mott MacDonald Group Disclaimer

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

Issue record			
Final Report			
Author(s):	Ronnie Meechan Phil Stephenson	Date:	6 June 2022
Checked by:	Ian Felstead-Watts	Date:	10 June 2022
Submitted by:	Leeann Greer	Date:	18 July 2022
Approved by:	Colleen Regan	Date:	19 July 2022