Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme Major Modification report

Section one

Programme provider name:	Bangor 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*	Bachelor of Nursing (Hons) adult nursing Bachelor of Nursing (Hons) children's nursing Bachelor of Nursing (Hons) learning disability nursing Bachelor of Nursing (Hons) mental health nursing
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A

Additional AEI programme title(s) if applicable: *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*	Bachelor of Nursing (Hons) adult nursing (dispersed learning)
	Bachelor of Nursing (Hons) adult nursing (distance learning)
	Bachelor of Nursing (Hons) children's nursing (distance learning)
	Bachelor of Nursing (Hons) mental health nursing (dispersed learning)
	Bachelor of Nursing (Hons) mental health nursing (distance learning)

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** ☐ 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: *This is the approval date under the most recent NMC standards.*	17 June 2021
Date(s) of NMC approval of any modifications since last approval:	29 December 2021

Programme start dates:	
Current modification programme start date:	
RN – Adult	Dispersed route 27 March 2023 Distance learning route 27 March 2023
RN – Children's	Distance learning route 27 March 2023
RN - Learning Disabilities	
RN - Mental Health	Dispersed route 27 March 2023 Distance learning route 27 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:	6 December 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison

Section two

Summary of review and findings

Bangor University (BU) is an established approved education institution (AEI) for nursing and midwifery programmes. The pre-registration nursing programme, Bachelor of Nursing (BN) (Hons) adult nursing/children's nursing/mental health/learning disabilities nursing was approved on 17 June 2021. A major modification to add postgraduate routes in the fields of adult and mental health nursing was approved on 29 December 2021.

A major modification to the pre-registration BN in the fields of adult, children's and mental health nursing is proposed. The major modification is to provide two additional routes, commissioned by Health Education and Improvement Wales (HEIW).

The visit is undertaken face-to-face.

Presented is a full-time (FT) BN dispersed learning route, in the fields of adult and mental health nursing practice. This route is only available for residents of Powys. The dispersed learning mode of delivery is a blended learning approach with attendance once a week at a community hub.

There's a further BN, FT distance learning route for adult, mental health and children's fields of nursing practice. Applicants from all over Wales are considered for this route. The distance learning route uses a virtual mode of delivery.

HEIW's commission of both routes involves closer partnership working and collaboration between NHS Wales and AEIs in Wales. Local level agreements (LLAs) are in place between BU and all health boards across Wales. A HEIW and all-Wales AEI memorandum of understanding (MoU) is in place. Established partnership governance arrangements to manage the programme and support students, practice supervisors and practice assessors across Wales are evident.

The presented routes are developed and co-produced in partnership with HEIW, the all-Wales pre-registration nursing and midwifery group, the main practice learning partner (PLP) Betsi Cadwaladr University Health Board (BCUHB), service users and carers (SUCs) and students.

The PLP organisation supporting the dispersed route is Powys Health Board (PHB).

The distance learning route is supported by all the NHS health boards in Wales; Aneurin Bevan University Health Board, BCUHB, Cardiff and Vale University

Health Board, Cwm Taf Morgannwg University Health Board, Hywel Dda University Health Board, PHB and Swansea Bay University Health Board.

BU and BCUHB work in partnership to manage any concerns about practice learning environments identified by Healthcare Inspectorate Wales (HIW). LLAs are in place to manage the same with all other health boards. Robust processes are in place to risk assess and develop action plans, addressing concerns from HIW inspections. There's clear evidence of managing risk, sharing of lessons learnt and exceptional reporting to the Nursing and Midwifery Council (NMC).

The programme is delivered in Welsh and English languages.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The Standards framework for student supervision and assessment (SSSA) (NMC, 2018) is met at programme level.

The major modification to include dispersed and distance learning routes of the pre-registration nursing programme is recommended to the NMC subject to two university conditions. Two university recommendations are made.

Updated 19 January 2023:

The chair of the major modification panel confirms the university conditions are met.

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:** Condition one: Undertake editorial changes to programme documentation as directed by the quality enhancement unit. (University condition) Condition two: In student placement handbook clarify the expectation of length of time taken to travel to practice learning environments. (University condition)
Date condition(s) to be met:	19 January 2023
Recommendations to enhance the programme delivery:	Recommendation one: Suggest formal agreements are in place to support skills teaching of distance learning students by other AEIs. (University recommendation) Recommendation two: In student facing documentation consider clarifying that the access to virtual reality technology is only available through teaching hubs. (University recommendation)
Focused areas for future monitoring:	Review whether interview and selection process allows sufficient information and preparation for the mode of programme delivery. Review staff resources in place to support dispersed learning in Powys. Review whether learning hubs in Powys are fit for the purpose to which they're required. Review partnership with all Wales AEIs and health boards in supporting distance learning students when reviewing safety and efficacy of practice learning environments.

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	Review arrangements for sharing placement learning audits from across Wales with the BU placement learning team.
	Review operationalisation of LLAs with individual AEIs to facilitate essential skills teaching for distance learning students.
	Review programme evaluation and external examiner reports to ensure that, regardless of route, students are supported and empowered to prepare for independent, reflective professional practice.

Programme is recommended for approval subject to specific conditions being met		
Commentary post review of evidence against conditions: The chair of the major modification panel confirms the AEI conditions are met.		
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒	
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐	
Date condition(s) met:	19 January 2023	

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, 2022)

Partnerships

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

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

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

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

The HEIW strategy for the commission of the future health and social care workforce in Wales is provision of a more local approach to healthcare professional commissioning (June 2021). Dispersed and distance learning programmes enable flexibility of learning with provision of practice learning opportunities close to a student's home. HEIW and senior nurses confirm that the overall aim for these routes is to increase opportunities for residents of Wales to have easier geographical access to nursing programmes. NHS Wales want to recruit more Welsh university graduates with the potential of retaining a health and social care workforce based in Wales.

Underpinning all pre-registration nursing education activities is the all-Wales national approach to the implementation of the Standards for pre-registration nursing programme standards (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). Those involved in developing agreed frameworks are HEIW, SUCs, AEIs, health boards/trusts, chief nursing officers, Royal College of Nursing Wales and other key stakeholders. Elements of the approach which are now implemented include values-based recruitment and selection, shared resources for SSSA training and agreed principles for implementation of practice supervisor and practice assessor roles. The Wales electronic practice assessment document (PAD) and resources in the PAD such as an action plan to support struggling students is implemented. The Wales practice learning framework sets out the principles for the development of nursing skills and proficiencies. There is an all-Wales audit for all health and social care placements. A simulation group provides support to AEIs in the use and development of advanced simulation technologies. In every meeting the programme team, senior BU team, senior nurses and practice education facilitators (PEFs) for all health boards confirm the all-Wales approach is fully implemented. We're assured this all-Wales co-ordinated approach supports the dispersed and distance learning routes.

Students on both routes are to be recruited from disadvantaged areas of Wales and geographically remote communities. HEIW commission requirements are for flexibility in learning. Flexibility through the virtual approach is provided with synchronous and asynchronous learning activities. During recruitment and selection activities students must be able to demonstrate their accessibility to internet services. From experience in delivering virtual programmes to students across Wales senior BU staff find that a challenge for students is unreliable broadband access or limited broadband strength. The programme team establish accessibility to the internet at interview. Selection explores the students' information technology (IT) facilities and ability to study online. The programme team identify that a means tested contribution to IT equipment is available as necessary. Digital literacy skills and motivation for self-study are explored at interview. Students describe virtual support given from the library and other BU services to develop their digital literacy during programme activities.

BU is commissioned to provide dispersed learning in Powys, allowing Powys residents to undertake pre-registration nursing in their locality for the first time. Senior nurses from Powys say the strategy is very welcome as currently Powys doesn't have a locally based education provider. They say scoping exercises have demonstrated a lot of interest in Powys residents accessing a flexible nursing programme. Senior nurses are committed to working in partnership with BU in identifying suitable learning hubs for the dispersed learning route. Potential hubs are already used by PHB in Bronllys (south Powys) and Newtown Further Education College (north Powys).

Students on the dispersed learning route attend the programme through a virtual learning environment (VLE) at the same time as campus-based students and asynchronously. One day every week there are face-to-face teaching activities including simulation, which takes place in the hubs. Students tell us that opportunities to meet with other students is important in establishing a sense of belonging. There's an option for students in the north of Powys to join clinical skills teaching at the BU Wrexham campus. BU senior managers say a commitment is in place to appoint an appropriately qualified and experienced nurse to support programme delivery in Powys.

The distance learning route is offered by BU for residents across Wales. HEIW LLAs are in place between BU and seven health boards. The LLAs set out partnership obligations between BU and PLPs for the provision of practice learning placements across NHS, social care and independent sector organisations in Wales.

Theory based teaching and learning is all through a VLE and other interactive platforms. A MoU is agreed between HEIW, all health boards and Wales based AEIs for shared placements. BU will work in partnership with all health boards, education leads and PEFs to allocate students to practice learning experiences.

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Other AEIs will share placement audits with BU. The MoU identifies if a distance learning student's home is a considerable distance from a BU campus, for example a student living in south Wales, BU can approach a local AEI for a BU student to access existing simulation sessions. Individualised agreements between BU and other Welsh AEIs aren't yet in place. If this option is not available, the student will attend the simulation sessions at BU. This is an area for future monitoring.

The all-Wales practice learning framework provides a standardised approach to practice-based learning, supervision and assessment and acquisition of proficiencies. Senior nurses and PEFs across Wales confirm the framework is well established. They say nursing students regardless of route, field of practice or originating AEI are supported in practice settings under the terms of the framework. The framework stipulates that all students will be supported to undertake skills training and face-to-face skills simulation, mandatory training and violence and aggression training prior to placements. All Welsh AEIs follow this criterion; therefore, the pre-placement skills session is available for distance learning students in any AEI.

The development of both routes was started during 2019 by the academic team responsible for the delivery of the programmes in collaboration with students, student representatives, PLPs from BCUHB and SUCs. BU have a distance and dispersed learning practice education quality assurance group in place. The group has representatives from all health boards. We're assured that strategies and structures are in place to provide a partnership approach in supporting and managing the routes/programme, in particular the provision and quality of the practice learning infrastructure.

Students are well informed about the proposed route. They share experiences of a move to a blended learning approach during the pandemic. Students identify the sense of belonging and support from all BU staff and services even through a virtual medium. Students provide examples of how their voice is heard in relation to their feedback on module, programme and practice-based activities.

Students say theory-based contact with people and SUCs has only been through virtual means. They describe meaningful and memorable learning throughout their programme from SUCs. This is confirmed by SUCs who say their contribution to programme activities has changed in delivery mode over the last two years. We're assured SUCs continue to be proactive in the design, development and delivery of the BN programme.

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** ☐

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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	
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 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** ☐

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- 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 cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

  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. BU have established recognition of prior learning processes in place. Healthcare support workers with foundation degrees in health and social care practice and in employment with a partnership organisation must also demonstrate evidence of numeracy, literacy and the use of digital technology. Mapping to level four of the programme outcomes and proficiencies is undertaken for entry into part/year two of the BN FT programme. Senior staff from all health boards have a commitment to support staff to access either the dispersed or distance learning route.

- 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. Mapping is unchanged through this modification. PLPs, PEFs and students identify the transition to the use of the all-Wales electronic PAD is well advanced across practice learning environments in Wales. PEFs identify that a paper version of the Wales PAD is established. Students are particularly pleased with the support their practice supervisors and practice assessors have been able to provide in strategies to develop their abilities in numeracy, literacy and digital and technological literacy. We're assured by senior BU managers of the commitment to continue to invest in the resources and infrastructure required to support programmes which require a high level of digital and technological literacy.

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.

BU will not be transferring any students on to the proposed routes as these are a new commission by HEIW and a new offer for applicants.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (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.

There's an all-Wales approach to the SSSA which is implemented since September 2021.

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: 6 December 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

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 <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. The design and delivery of the programme in supporting students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing is unchanged through this modification. There are all-Wales models for field specific practice learning experiences. Senior nurses and PEFs assure us that 'practice experience lines' are created and agreed by AEIs based on the all-Wales practice learning criteria. Senior nurses assure us that Powys based students will have opportunity to practice experience across all fields of nursing practice and meet the all-Wales criteria for field specific experiences.

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

	MET ⊠	**NOT MET** ☐

R2.5 is met. Achievement of the academic requirements of the programme and practice learning proficiencies and outcomes allow students to apply to enter one field-specific part of the NMC register: either adult or mental health field for dispersed learning and adult, mental health or children's field for distance learning. Allocation to practice learning is to the student's field of practice and the range of practice placement learning opportunities allows achievement of competences for field of practice. PEFs across Wales confirm they're aware that placements for distance learning students are for three fields. Students confirm opportunities are

available in every module and in practice to develop their field identity. The tell us of ways they support each other and share learning from field experiences through a variety of IT means. The programme team acknowledge that field specific cohorts are likely to be small in the two routes. They say there are opportunities for distance and dispersed students to have field-specific interactions with campus-based students.

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 <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. Unchanged through this modification.

- 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 dispersed and distance learning routes are delivered over three years FT. The FT routes have blocks of 21 weeks of practice placement learning in each year and 21 weeks theory providing a total of 42 weeks of learning each year.

Policies and structures are in place for monitoring attendance in theory and practice. The programme team say tracking of an individual's engagement with virtual module activities allows for early intervention from the module team or personal tutor should extra support be deemed necessary.

An all-Wales online PAD includes the recording of clinical hours completed and any sickness. If more than 42 hours of absence is recorded during any year of the programme and students fail to retrieve the excess hours, students may have to interrupt studies or be discontinued from the programme.

The dispersed model allows students to study in their local area within Powys either synchronously remotely, synchronously in a hub or asynchronously.

Learning hubs situated within Powys will be attended by BU staff. Module activities are comparable to the activities students are engaged in on the main campuses. This includes development of clinical skills and proficiencies, simulation using virtual reality technology and providing students with an opportunity to learn face-to-face with students within and from other fields and professions.

The distance learning route uses synchronous and asynchronous methods of virtual learning. The route is flexible as it allows students to study at their own time and pace. Senior BU staff say findings from other online programmes is that students demonstrate individuality in their choice of when to access programme resources. This is confirmed by students.

BU notify the local health board education lead with total numbers of FT distance learning students requiring a placement within that particular health board. The same applies to Powys for the dispersed learning route. The lead PEF will advise BU on how the placements will be provided. Student practice learning placements are recorded on BU 'In-Place' placement management system and managed by the BU placement team.

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)

<div align="right">

YES ☒   **NO** ☐

</div>

- 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)

<div align="right">

YES ☒   **NO** ☐

</div>

- 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)

<div align="right">

YES ☐   **NO** ☐   **N/A** ☒

</div>

Unchanged through this modification. The modification is for a single field of nursing only.

- 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)

<div align="right">

YES ☐   **NO** ☐   **N/A** ☒

</div>

Unchanged through this modification. The programme leads to registration solely with the NMC.

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: 6 December 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** ☐

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

N/A

Standard 3: Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of

nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

MET ☒   **NOT MET** ☐

R3.1 is met. Partnership with the seven Welsh health boards is evidenced by signed LLAs and an MoU to support practice placement provision and clinical skills learning. The practice learning experiences for distance and dispersed learning routes are governed by a practice quality assessment group that includes all representatives from all health boards across Wales.

Senior nurses and PEFs confirm that the all-Wales approach to supporting students to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) to deliver safe and effective care is effectively implemented. They say a hub and spoke is used to ensure students can experience care of a diverse range of people, across the four fields of practice.

If a BU student raises a cause for concern about the quality of care provision or practice supervision and assessment within the learning environment this is first investigated by PLPs and BU in that trust/board. Should a HIW report identify factors in a trust which might affect student learning, the PLPs and local AEI will be the first to review the necessity for action plans. Action plans will be shared with all AEIs who have students in that practice learning environment. Local AEIs will exceptionally report to NMC, unless an incident concerns a student from a specific AEI, in which case that AEI will report. There's a robust openness between AEIs for sharing the reporting of NMC exceptional reports. In all instances HEIW are involved in quality enhancement reporting.

The MoU identifies that BU support services maintain responsibility for student wellbeing requirements. Senior BU staff say the fitness to study and lapses in professionalism policies are adaptable to a virtual process, and they say PLPs from whatever board the student is based in would always be involved in the process.

Senior nurses across Wales describe involving students in the process of reviewing, reflecting on and learning from 'causes of concern' which arise in practice. A student describes the rapid responsiveness and support of PLPs and BU to concerns raised in a practice learning environment.

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. The programme team, senior nurses, PEFs and students confirm there are structures in place for students to have a variety of practice learning

experiences to meet the holistic needs of people in all ages. Processes are in place between BU and other AEIs at strategic level (all-Wales), regional level (with health boards) and local level (trusts) for assessing, monitoring and evaluating these practice experiences. PEFs keep practice supervisor and practice assessor registers. They say a red/amber/green system is in place and when staff shortages affect the level of student support available, early action is taken. PEFs assure us of strong communication links with AEIs to manage problems early.

We're assured by PLPs and the programme team that checks are in place to ensure the supernumerary status of practice learning is not compromised. The student placement handbook identifies an expectation to reasonably expect up to 90 minutes travelling to and from a placement. Senior nurses from Powys and other rural health boards confirm this criterion is followed whenever possible but they identify a considerable distance between some health and social care establishments. Powys is geographically the largest health board in Wales with an area of about 2000 square miles.

- 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. Students are prepared for simulation activities asynchronously at home through a variety of resources including Clinincalskills.net. Students say the online skills and proficiency virtual learning resources are very helpful in gaining knowledge in preparation for skills. They say practice supervisors are proactive in providing opportunities to gain competency in nursing procedures. They say they had few simulation sessions during the pandemic but the combined approach between online resources and practice supervisors and practice assessors was sufficient. Dispersed students will have opportunity to experience virtual reality simulation in hubs. Distance learning students have access to virtual resources, group interaction over simulation scenarios but are unlikely to experience virtual reality simulation. Only the essential skills prescribed by the all-Wales practice learning framework will be provided by other AEIs. Students confirm technology

enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment.

- 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: 6 December 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

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

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
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. 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 <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)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* aremet

  YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 December 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** ☐

- 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 are no fall back exit awards 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: 6 December 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

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.	☒	☐
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:

There are no changes to practice learning opportunities and agreements in Wales, student proficiencies or external examiner arrangements through this modification. Documentation relating to these aspects isn't reviewed. The modification applies to two new routes to the pre-registration nursing programme.

There are no apprenticeship routes delivered in Wales.

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: One student: pre-registration masters programme (adult), September 2021 cohort One student: BN adult nursing/year two, September 2020 cohort One student: BN adult nursing/year two, January 2021 cohort One student: BN children's nursing/year two, September 2021 cohort One student: BN mental health nursing/year two, September 2021 cohort Students represented the Bangor and Wrexham campuses.		
Service users and carers	☒	☐

If you stated no above, please provide the reason and mitigation: There are no apprenticeship routes in Wales.
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:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: HIW Learning disability inspection (unannounced) Tan y Coed, Bryn y Neuadd Hospital, 21 January 2022 HIW hospital inspection report (unannounced) emergency department, Ysbyty Glan Clwyd, BCHB, 8 August 2022 HIW NHS mental health service inspection (unannounced) Ysbyty Gwynedd, Hergest unit, BCUHB, 23 December 2021 HIW Quality check summary Ysbyty Gwynedd emergency department, BCUHB, 14 April 2022		
If you stated no above, please provide the reason and mitigation: This is a major modification process and visits to resources isn't required.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Maureen Harrison	Date:	12 December 2022
Checked by:	Pamela Page	Date:	13 December 2022
Submitted by:	Mubaraq Sanusi	Date:	8 February 2023
Approved by:	Natasha Thompson	Date:	9 February 2023