# Nursing and Midwifery Council Quality Assurance Review

## Major Modification Report for:

**Pre-registration nurse qualification leading to: Pre-registration Nursing (Mental Health)**

**Swansea University**

**November 2024**

# Contents

# Key institutional and programme details

| Name and location of Approved Education Institution (AEI) | Swansea University<br>Singleton Park<br>Swansea<br>SA2 8PP<br>Wales |
|---|---|
| **AEI/EI Institution Identifier** | 10007855 |
| **Name and location of programme delivery partner(s) if not the AEI/EI noted above** | Not Applicable |
| **Name of employer partners for apprenticeships** | Not Applicable |
| **Approval type** | Major modification |

| Name of programme | | | | |
|---|---|---|---|---|
| **NMC programme title** | **AEI/EI programme title (in full)** | **Academic level(s)** | **Full-time** | **Part-time** |
| Pre-registration nursing - Mental Health | BSc (Hons) Flexible Part-Time Nursing (Mental Health) | England, Wales, Northern Ireland<br>☒ Level 6 | ☐ | ☒ |

| **Proposed programme start date** | 08 September 2025 |
|---|---|
| **Standard(s) under assessment** | ☒ Part 3: Standards for pre-registration nursing programmes |
| **Date of visit** | 18 November 2024 |
| **Visitor team** | Registrant Visitors:<br>Mrs Abigail Lancaster<br>Mrs Emma Bailey<br><br>Lay Visitor:<br>Dr Rana Parween |

# Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in <u>QAA Guidance for Approved Education Institutions on NMC Quality Assurance Reviews</u>.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) Programme Approval and Enhancement Board (PAEB). All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI PAEB to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and their carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place online on 18 November 2024.

**Context for the review**

The School of Health and Social Care at Swansea University (Swansea) submitted a request for major modification to add a flexible part-time BSc (Hons) Nursing (Mental Health) route to its existing offer of nursing programmes. The school in submitting this modification proposes to increase the local nursing workforce by widening access and offering prospective students flexibility in study learning hours and clinical practice.

Based on the information available the visitor team considers that Swansea has in place the appropriate arrangements for the BSc (Hons) Nursing Flexible Part-time (Mental Health) to support people who want to study nursing but might have caring responsibilities that would be a barrier to them applying to programmes which follow a standard three-year full-time approach.

Evidence was submitted against all of Part 3: Standards for pre-registration nursing programmes. The visitor team reviewed all evidence submitted.

The conjoint visit was held online. The conjoint approval panel met with senior staff, members of the programme development team, students, people who use services and their carers (PSCs) and representatives from practice learning partners (PLPs) and employers, including practice supervisors and assessors.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any recommendations of approval and good practice.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI is as follows:

**Programme is recommended to the NMC for approval**. The programme **meets** all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

# Conditions and recommendations

## Conditions

| Conditions | | | | |
|---|---|---|---|---|
| No. | Condition details | Specific standard not met | NMC only/ Joint | AEI/EI only |
| | None | | | |

## Recommendations for enhancement

| Recommendations | | | | |
|---|---|---|---|---|
| No. | Recommendation | Specific standard(s) (e.g. 3.1) | NMC only/ Joint | AEI only |
| R1 | If student numbers grow, school/faculty leadership to consider the business planning implications to ensure that quality teaching and a high level of student support are maintained. | | | AEI |
| R2 | The programme team to make clearer to students the requirement to complete the annual self-declaration concerning DBS status, health or other relevant information and to ensure that information provided is updated at regular intervals via teaching and learning activity. | 1.2, 1.3 and 1.4 | Joint | |

Recommendations are to be addressed and reported in the annual self-assessment report.

## Statements of good practice

| Statements of good practice relating to the NMC standards | | | |
|---|---|---|---|
| No. | Details | Specific standard(s) (e.g. 3.1) | NMC / AEI |
| GP1 | The flexible nursing portfolio represents a considered effort to respond to workforce and societal needs and to widen access to nursing. | Standard 3 Practice Learning | Joint |
| GP2 | The support provided by the school to deliver effective partnership working with people who use services and their carers (PSCs) who are fully integrated into the design, delivery and assessment of the programme. | 4.1 | Joint |
| GP3 | The embedded and holistic nature of academic and pastoral support for students. | 4.1 | Joint |
| GP4 | The valuable contribution of PSCs to the academic and professional development of students. | 4.2 | Joint |
| GP5 | The programme team's commitment to closing the feedback loop with students. | 4.4 | Joint |

# Explanation of findings for Part 3

## Standard 1: Selection, admission and progression

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|---|---|---|---|---|---|
| 1.1 | Confirm on entry to the programme that students:<br><br>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing<br><br>1.1.2 demonstrate values in accordance with the Code<br><br>1.1.3 have capability to learn behaviours in accordance with the Code<br><br>1.1.4 have capability to develop numeracy skills required to meet programme outcomes<br><br>1.1.5 can demonstrate proficiency in English language<br><br>1.1.6 have capability in literacy to meet programme outcomes<br><br>1.1.7 have capability for digital and technological literacy to meet programme outcomes. | ☒ | ☐ | ☐ | ☐ |
| 1.2 | 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. | ☒ | ☐ | ☐ | ☐ |
| 1.3 | Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. | ☒ | ☐ | ☐ | ☐ |
| 1.4 | Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme. | ☒ | ☐ | ☐ | ☐ |
| 1.5 | 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% of the programme. | ☒ | ☐ | ☐ | ☐ |
| 1.6 | 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% of the programme. | | | | |
| 1.7 | Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. | ☒ | ☐ | ☐ | ☐ |

**Recognition of prior learning metrics**

The AEI Recognition of Prior Learning (RPL) policy and procedure has an exception for Pre-registration nursing of 180 credits out of 360 credits (50%). All applicants will submit a verified portfolio of evidence to demonstrate the learning and transferable skills from their current role and this is assessed by the School of Health and Social Care admissions team and RPL panel, assessed through the matriculation committee and submitted to the external examiner.

The programme specification clearly states that applicants can apply for a maximum of 50% of the programme to be considered through RPL. However, registered nurses will be able to apply for more than 50% of the programme to be recognised as prior learning. Cases will be considered on an individual basis.

For this programme, all applicants will need to demonstrate the achievement of 300 relevant clinical and 300 theory hours and provide evidence of prior learning in an RPL portfolio. The equivalent of 600 hours will contribute to the minimum of 4,600 practice and theoretical hours required by the NMC.

**Findings**

1. The visitor team considered a range of evidence for this standard, including Programme Specification, Recruitment and Selection document 2024-25, the All-Wales recruitment and selection principles for pre-registration nursing and midwifery programmes, All-Wales Nursing Practice and Assessment and ongoing record of achievement, Admissions Policy, and RPL Policy and met with the programme team, students, PLPs and PSCs.

2. In considering Standard 1.1, the visitor team noted that the selection and admission processes are appropriate for the addition of a flexible part-time BSc (Hons) Nursing (Mental Health) route. Meetings with the programme team and PSCs provided clear and detailed confirmation of processes. Moreover, PSCs commented on instances where there were discrepancies between the grading outcomes of the selection process and confirmed there were opportunities for further discussion amongst the selection team.

3. In considering Standards 1.2, 1.3 and 1.4, the visitor team noted that there are clear and multiple processes in place to ensure students' health and character are checked, as well as satisfactory occupational health assessment and criminal record checks to enable safe and effective practice on entering the programme. The programme specification and My Programme Guide 2024-2025 clearly state that all students are required to complete online self-declarations annually and on re-enrolment, or immediately after any changes to their health or character status. Students who have declared changes to health or character will be considered, if appropriate, by the Fitness to Practise Panel. During the visit meeting, the

representative sample of students in attendance mentioned that throughout the programme, the sharing of reminders regarding declaration of health and character could be improved. The visitor team confirms that Standard 1.2 is met with the joint **recommendation (R2)** for the programme team to make clearer to all students the requirement to complete the annual self-declaration concerning DBS status, health or other relevant information and to ensure that information provided is updated at regular intervals via teaching and learning activity.

4. In considering Standards 1.5 and 1.6 the visitor team considered a range of evidence all of which cross-reference and mention credit transfer, the Recognition of Prior certificated Learning (RPcL) and Recognition of Prior experiential Learning (RPeL), with the applicant, the admissions tutor and the RPL coordinator being at the core of the application process. The RPL board meets every month to consider applications on a case-by-case basis. Swansea has guidelines, processes and procedures in place to recognise prior learning that are capable of being mapped to the standards of proficiency for registered nurses and programme outcomes that may be more than 50% of the programme for registered nurses.

5. The visitor team considered Standard 1.7 to be met because the modified nursing programme details how students are supported throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. The Centre for Academic Success is an additional avenue to help and support students and there are online resources, courses and workshops as well as 30-minute drop-in sessions that can be booked in advance.

6. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Swansea has in place the appropriate arrangements for the curriculum to enable Standard 1: Selection, admission and progression to be met.

## Standard 2: Curriculum

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|---|---|---|---|---|---|
| 2.1 | Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education. | ☒ | ☐ | ☐ | ☐ |
| 2.2 | Comply with the NMC Standards for student supervision and assessment. | ☒ | ☐ | ☐ | ☐ |
| 2.3 | 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. | ☒ | ☐ | ☐ | ☐ |
| 2.4 | 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. | ☒ | ☐ | ☐ | ☐ |
| 2.5 | 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. | ☒ | ☐ | ☐ | ☐ |
| 2.6 | Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes. | ☒ | ☐ | ☐ | ☐ |
| 2.7 | 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. | ☒ | ☐ | ☐ | ☐ |
| 2.8 | 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. | ☒ | ☐ | ☐ | ☐ |
| 2.9 | Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies. | ☒ | ☐ | ☐ | ☐ |
| 2.10 | Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. | ☒ | ☐ | ☐ | ☐ |
| 2.11 | Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language. | ☒ | ☐ | ☐ | ☐ |
| 2.12 | Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours. | ☒ | ☐ | ☐ | ☐ |
| 2.13 | Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing. | ☐ | ☐ | ☐ | ☒ |
| 2.14 | 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. | | | | |
|---|---|---|---|---|---|

**Curriculum requirements**

The exact hours for each module are included on the module pro formas and show that the curriculum provides an equal balance of 50% theory and 50% practice learning, which is also clear within the programme specification.

The programme team and documented evidence assure the visitor team that the flexible part-time programme will be delivered over four years and meets the NMC standard of a minimum 4,600 hours divided equally between 2,340 hours of theory and 2,340 hours of practice learning.

**Findings**

7.  The visitor team considered a range of evidence for Standards 2.1 and 2.2 including the programme specification, My Programme Guide, All-Wales recruitment, selection principles, Practice Assessment Document (PAD) and Ongoing Record of Achievement. Also reviewed were Standards for student supervision and assessment (SSSA) training updates and updated mapping of BSc (Hons) Nursing to the standards of proficiency for registered nurses.

8.  The visitor team met with PSCs, practice supervisors and practice assessors, students and the programme team.

9.  During the visit, the programme team provided assurance and evidence which demonstrates that robust processes are in place institutionally and with PLPs to ensure that the programme modification requested meets Standards 2.1 and 2.2. There are a range of governance processes and meetings that enable ongoing audit and monitoring of quality assurance for example the Head of School is also the Chair of the All-Wales Group which supports a regional approach to recruitment and selection and SSSA. Students reported that they feel supported and empowered by the programme team in both learning and contributions to the programme. Members of the PSCs group gave multiple examples of their input into current pre-registration programmes.

10. In considering Standard 2.3 the visitor team reviewed programme specifications, module descriptor learning outcomes and All-Wales PAD which are all mapped to ensure compliance to the standards of proficiency for registered nurses. In respect of the programme requested for approval, students will learn with other fields of practice, but this will be supported via mental health field-specific content group work, and seminars and assessments are tailored to enable students to respond to these from their own field perspective.

11. The evidence made available to the visitor team provided assurance that, within both theory and practice learning, students will be able to meet Standard 2.4 across each of the four fields via a range of approaches (spokes, special interest visits) and that the programme team clearly works in close collaboration with Swansea's Placements and Employability Team and PLPs. The Level 6 students articulated that they felt they had received a broad experience of practice learning opportunities. In respect of the modification request, students will learn with other fields of practice, but this will

be supported via mental health field-specific content group work, seminars and assessments which are tailored to enable students to respond to these from their own field perspective.

12. In considering Standard 2.5 the visitor team reviewed the programme specification, planner, My Programme Guide, and together with the updated allocation of student nurse practice learning opportunities, all make clear the route within the pre-registration nursing education programme that allows students to enter the register in one specific field of nursing practice: in this case mental health. There is an equal balance between theory and practice hours, and the programme meets the 4,600 hours' requirement. Module pro formas are clear where integrated learning across all fields takes place and where field-specific knowledge is gained.

13. The programme team presentation assured the visitor team that the content of the programme will enable students to meet the programme learning outcomes. The programme specification clearly sets out the practice learning opportunities which are mapped against the standards of proficiency for registered nurses. The module pro formas demonstrate the expected range of professional content for the study of pre-registration mental health nursing including acute care, complex care, health education and promotion, enhancing quality care and long-term conditions.

14. In considering Standard 2.7, the visitor team considered the programme specification and All-Wales PAD. Learning outcomes are written with both a mental health focus and from the perspective of all fields of practice, and the programme team explained the approach where there is some field-integrated learning and then opportunity to explore this further in more applied field-specific sessions. Recommended texts for each module include a mix of references to enable mental health students on the flexible part-time route to undertake research for assessment using specialist texts. The All-Wales PAD is aligned to the standards of proficiency for registered nurses and opportunities in practice will support students to meet the programme outcomes in relation to professional values, medicines management, provision of care across the life span, and the nursing procedures that students are required to achieve in each part are mapped against the seven platforms and annexes A and B.

15. In relation to Standard 2.8 the programme team presentation demonstrated that there is robust content within the programme in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation (it is also evidenced within module pro formas and mapped against the standards of proficiency for registered nurses). The visitor team is assured of a robust process for the provision of regular formative assessments for drug calculations and numeracy; students are tracked as to their engagement with this, and they are contacted if there is insufficient engagement, or their numeracy skills need additional development. There is a dedicated team which supports safeMedicate and a designated Lead for each field who follows up with any student who appears to need additional input and support.

16. In considering Standard 2.9, the visitor team met with the programme team and triangulated with students and PSCs who assured the visitor team that there is a variety of learning, teaching and assessment methods used across the programme. The programme specification aligns to the commitments, characteristics and objectives of the Learning, Teaching and Assessment Strategy in providing an inclusive learning environment for all students, where their individual support needs will be met. Students engage in lectures, seminars, group work, practical sessions, independent study, engage with online and virtual learning, simulated practice education and placements, and the assessment diet includes written, oral, poster,

Objective Structured Clinical Exam and practice assessments, which are supported by members of the PSCs group. The programme team provided details regarding opportunities to complete a task for both missed theory and practice hours, and it was clear that, while the programme is tight and there is only one opportunity to complete a task towards the end of the programme, the opportunity to extend placements and the inclusion of an additional 40 hours of practice and 40 hours for theory does provide a buffer if required.

17. The visitor team considered the evidence submitted for Standard 2.9 including the programme specification and module pro formas that clearly demonstrate a wide variety of learning and teaching methods are used across the programme. The exact hours for each module are also included on the module pro formas and show that the curriculum provides an equal balance of 50% theory and 50% practice learning, this is also clear within the programme specification. Students are required to complete timesheets to confirm practice learning hours. For theoretical learning, students are required to sign registers or swipe-in to teaching rooms. Hours are recorded by the Placements and Employability team using the E-vision system. This enables the programme team and personal tutor to monitor each student's attendance in all elements of the programme.

18. In relation to Standard 2.10 the programme team presentation clearly set out the approach to technology and simulation learning and how it is used proportionally across the programme. Students have access to a range of IT technology via the virtual learning environment and use of safeMedicate, also there are plans to host the All-Wales PAD on an online e-portfolio platform. Engagement with this technology will develop students' IT skills. In addition, the Swansea University Simulation (SUSiM) provision includes a range of simulation technology where students engage with manikins and other professional technical equipment to support the development of their clinical practice. The programme specification clearly states that simulation education will not count towards students' practice hours but will support opportunities for students to meet some of the Annexe B proficiencies they will not be able to achieve in practice. This is especially important for mental health students. PSCs reported that they are regularly involved in simulation practice education acting as standardised patients and to offer feedback to students on their communication skills, interactions and quality of care.

19. In considering Standard 2.11 the programme team confirmed that students can access Welsh-speaking practice assessors and practice supervisors, and this was triangulated by the PLPs. Programme documentation, both printed and online, has been designed to offer learning and teaching resources in both English and Welsh, and students have the option to enrol on the Welsh version of each module on the programme. Students undertaking the programmes can submit assessments in Welsh and request a Welsh-speaking personal tutor.

20. In relation to Standard 2.12 the flexible part-time route will be delivered over four years and meets the minimum 4,600 hours which is divided equally between 50% theory and 50% practice learning with 2,340 hours of theory and 2,340 hours of practice learning, which is clearly articulated and set out in relation to assessment of theory and practice and module credit. The programme slightly exceeds this by an additional 40 hours' theory delivery and 40 hours' practice attendance.

21. Standards 2.13 and 2.14 are not within scope for this proposed modification.

22. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Swansea has in place the appropriate arrangements for the curriculum to enable Standard 2: Curriculum to be met.

## Standard 3: Practice learning

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|---|---|---|---|---|---|
| 3.1 | 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. | ☒ | ☐ | ☐ | ☐ |
| 3.2 | Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages. | ☒ | ☐ | ☐ | ☐ |
| 3.3 | 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. | ☒ | ☐ | ☐ | ☐ |
| 3.4 | Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning. | ☒ | ☐ | ☐ | ☐ |
| 3.5 | Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities. | ☒ | ☐ | ☐ | ☐ |
| 3.6 | Ensure students experience the range of hours expected of registered nurses. | ☒ | ☐ | ☐ | ☐ |
| 3.7 | Ensure that students are supernumerary. | ☒ | ☐ | ☐ | ☐ |

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**Practice learning requirements and simulated learning hours**

Evidence submitted confirms 2,340 placement hours is required across the programme. Simulation-based learning enhances module content but does not count towards placement hours.

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**Findings**

23. The visitor team considered a range of evidence for this standard including programme specification, Planner for Nursing Part Time Flexible Mental Health, All-Wales PAD, Learning and Teaching Strategy, Practice Learning Opportunities policy, and Simulation Mapping Document and met with PSCs, practice supervisors and practice assessors, students and the programme team.

24. The visitor team jointly identified areas of **good practice (GP1)** relating to the flexible nursing portfolio which represents a considered effort to respond to workforce and societal needs and to widen access to nursing that were clearly evidenced through the discussions.

25. In considering standards 3.1 to 3.3 inclusive, the visitor team reviewed documentary evidence, and discussions during the visit provided confirmation that practice learning opportunities support nursing students in achieving the standards of proficiency for registered nurses, enabling them to provide safe and effective care across adult, mental health, learning disabilities, and children's nursing fields. The All-Wales PAD ensures robust assessment of these proficiencies, which are mapped against the standards. The programme specification outlines measures for quality assurance in practice learning, including educational audits, link lecturer roles, and student evaluations of practice experience. It also details the hub and spoke model, offering access to alternative field experiences and guidelines for monitoring and recording. The evidence demonstrates that the practice learning opportunities enable students to meet communication and relationship management skills, and nursing procedures outlined in the standards of proficiency for registered nurses within their chosen fields. The All-Wales PAD aligns with the listed standards of proficiency for registered nurses and Annexe A and B of skills, all of which are assessed. The programme specification provides assurance that the students will be required to safely demonstrate each of these procedures under direct supervision by the end of the programme.

26. In relation to Standard 3.4, the Simulation Mapping Document outlines opportunities for students to demonstrate proficiency through clinical practice, simulation, and clinical skills. At Swansea, simulation-based learning enhances module content but does not count towards the 2,340 placement hours required across the programme. The programme team provided assurance that monitoring processes are in place to ensure that students achieve the necessary practice placement hours.

27. In relation to Standard 3.5 Swansea has in place policy and support mechanisms for students with individual needs who require reasonable adjustments during practice learning experiences. Students have access to a wide range of support services - Disability Officer, Wellbeing Services, Student Experience Teams and pastoral support via the personal tutoring system. The programme has a specific disability co-ordinator whose role is set out in relation to ensuring reasonable adjustments are put in place in both academic and practice learning. The allocation of student nurse practice learning opportunities document clearly outlines the process of placement allocation, information collected and used, timelines and how placement extenuating circumstances are managed to ensure accessibility and reasonable adjustments are made if a change to the published practice learning outcomes is required. Swansea's Occupational Health service provides guidance on practice learning, urgent support, and ongoing assistance throughout the programme, including advice on reasonable adjustments under disability legislation. Placement allocations consider factors such as caring responsibilities, disabilities, and distance. Students are encouraged to update personal details to aid this process. During the visit it was confirmed by the PLPs that the processes available are supportive for students with individual needs and make reasonable adjustments for those with disabilities.

28. In considering Standard 3.6 the programme team confirmed to the visitor team that it ensures students understand the need to experience a variety of placement areas and shift patterns to meet learning requirements. This is communicated through the practice learning opportunities policy and pre-placement presentations, with regular reminders provided. Timesheets are monitored by practice assessors and academic assessors to ensure compliance.

29. In considering Standard 3.7 the PLPs and students confirmed that supernumerary status was embedded in practice to aid the students to develop the necessary skills and knowledge safely and effectively. The evidence provides clear and robust

guidance for students and stakeholders in relation to the supernumerary status of students.

30. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Swansea has in place the appropriate arrangements for practice learning to enable Standard 3: Practice learning to be met.

## Standard 4: Supervision and assessment

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|---|---|---|---|---|---|
| 4.1 | Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. | ☒ | ☐ | ☐ | ☐ |
| 4.2 | Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment. | ☒ | ☐ | ☐ | ☐ |
| 4.3 | Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme. | ☒ | ☐ | ☐ | ☐ |
| 4.4 | Provide students with constructive feedback throughout the programme to support their development. | ☒ | ☐ | ☐ | ☐ |
| 4.5 | 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. | ☒ | ☐ | ☐ | ☐ |
| 4.6 | 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%. | ☒ | ☐ | ☐ | ☐ |
| 4.7 | 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. | ☒ | ☐ | ☐ | ☐ |
| 4.8 | Assess students to confirm proficiency in preparation for professional practice as a registered nurse. | ☒ | ☐ | ☐ | ☐ |
| 4.9 | Ensure that there is equal weighting in the assessment of theory and practice. | ☒ | ☐ | ☐ | ☐ |
| 4.10 | 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. | ☒ | ☐ | ☐ | ☐ |

**Findings**

31. The visitor team considered a range of evidence for this standard including the programme specification and All-Wales documentation and met with Practice Learning Partners (PLPs), students and the programme team. The programme has been designed to meet standards and requirements in collaboration with PLPs (health boards, the independent sector and other employers), students, and PSCs. This was triangulated during the visit with practice supervisors, practice assessors and PSCs.

32. The visitor team considered a range of evidence for Standard 4.1 ensuring that the frameworks and practices in place comply with the NMC standards framework for nursing and midwifery education. The student-centred approach integrates core knowledge, skills, and values to support personal and professional development,

ensuring adherence to regulatory frameworks and high education and practice standards.

33. In considering Standard 4.2 the visitor team reviewed the flexible part-time Nursing (Mental Health) programme specification and confirms it provides comprehensive guidance on the programme, practice learning opportunities, raising concerns, and adhering to policies and professional body requirements. Robust systems ensure student safety and support.

34. The visitor team together with the members of the Swansea Programme Approval and Enhancement Board jointly identified **good practices (GP2, 3 and 4)** for Standards 4.1 and 4.2 relating to the support provided by Swansea to deliver effective partnership working with PSCs who are fully integrated into the design, delivery and assessment of the programme; the embedded and holistic nature of academic and pastoral support for students; and the valuable contribution of PSCs to the academic and professional development of students.

35. In considering Standard 4.4 the visitor team was assured that throughout the programme students receive consistent feedback to support their knowledge and skill development. Swansea has a comprehensive policy on assessment and feedback, ensuring a structured approach to aid student progression and achievement. Feedback opportunities are integrated into PADs, which include action plans for addressing areas of improvement and achieving required competencies. Academic assessors also provide feedback to help bridge the gap between theory and practice. The My Programme Guide offers guidance on using feedback effectively and encourages students to seek one-to-one consultation if needed. Additionally, module outlines and pro formas for BSc (Hons) Nursing Flexible Part-time (Mental Health) showcase diverse assessment and feedback techniques for both formative and summative tasks. Swansea's assessment policy outlines clear guidelines for the timing and delivery of feedback, which are reflected in both academic and student-facing documentation. The visit provided the opportunity for the visitor team to hear first-hand from students the benefit of the feedback provided in order to support their learning and development while on the programme. The visitor team identified as **good practice (GP5)** the programme team's commitment to closing the feedback loop with students.

36. In relation to Standard 4.5, the visitor team considered that the curriculum for nurse education has been thoughtfully designed, with a mapping document linking proficiencies to the taught components, ensuring students gain the knowledge needed for practice. Skills and knowledge are assessed through PADs (parts 1, 2, and 3), which include required proficiencies (standards of proficiency for registered nurses) signed off by practice assessors and academic assessors. The students and programme team described a structure of some core teaching which is delivered across all four fields of practice and subsequent development of specialist knowledge and skills. The curriculum is varied, contemporary, and field-specific, aligning with the standards to prepare students as safe and effective practitioners. While the field-specific focus is commendable, there is also evidence of interprofessional learning, working and learning alongside other professional groups.

37. The visitor team considered the appropriate arrangements for Standard 4.6 including the numeracy assessment is completed within a summative exam format using the online learning platform, safeMedicate. The students have opportunities to undergo formative assessment during each term and the programme team has a system for monitoring achievement and supporting students who are failing to achieve the required pass rates. The tests are designed to incrementally increase in complexity

through the programme, working towards the final examination. The programme team was able to provide assurance that the processes in place were supportive and reduced risk of failure in the final assessment. This information was triangulated by the students.

38. In considering Standard 4.7, the visitor team reviewed the PAD which ensures students meet all required communication, relationship management skills, and nursing procedures specific to Mental Health Nursing and the standards for proficiency for registered nurses. These are assessed by practice assessors and must be completed prior to the PAD end of part 3 review.

39. In relation to Standard 4.8 the visitor team considered a range of evidence including the module pro formas and programme specification which outline the assessment structures across the programme with a variety of assessment types that are relevant to nursing practice. Both formative and summative assessments are used for each module, and all modules must be passed for progression to nurse registration. Assessments include both taught content and practice assessments through the PAD which are evaluated collaboratively by the academic assessor and the practice assessor. There are no optional modules or allowances. Final grades and degree classifications are confirmed at the Progression and Award boards and undergo external review.

40. Based on the evidence available for Standard 4.9 the visitor team considered that the programme ensures equal emphasis on both theory and practice assessments. The PAD evaluates student performance in clinical practice, and students must complete this successfully before progressing to the next stage. Simulation is used solely for learning support, not as a substitute for actual practice placements. The module pro formas feature a variety of inclusive and diverse assessments, such as poster presentations, drug calculations, group work, and clinical skills, enabling students to demonstrate a range of abilities beyond theoretical nursing concepts.

41. For Standard 4.10 the visitor team considered the All-Wales PAD and Ongoing Record of Achievement which encompasses all proficiencies outlined in the NMC standards of proficiency for registered nurses.

42. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Swansea has in place the appropriate arrangements for supervision and assessment to enable Standard 4: Supervision and assessment to be met.

## Standard 5: Qualification to be awarded

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|---|---|---|---|---|---|
| 5.1 | Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree. | ☒ | ☐ | ☐ | ☐ |
| 5.2 | 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. | ☒ | ☐ | ☐ | ☐ |

**Findings**

43. In considering Standard 5.1 the visitor team reviewed the programme specification BSc (Hons) Nursing Flexible Part-time (Mental Health) which confirms it is a part-time undergraduate programme comprising of nine sequential 40-credit modules or 360 credits in total (120 credits per progression point) and is delivered over four days each week (30 hours). The programme will include a total of 4,680 hours, with blocks of theoretical and practice-based learning (as outlined in the planner) equating to an equal balance of 2,340 hours or 50% theory and 2,340 hours or 50% practice learning. The programme is split into three levels, each of which equates to one level of study, that is: Level 4, Level 5 and Level 6. All modules are core, and students cannot progress to the next part until they have successfully completed all modules and all assessments in that level.

44. In considering Standard 5.2 the visitor team noted that Swansea clearly notifies students through the My Programme Guide that following successful completion of their programme they have five years to register this with the NMC. The programme guide states that where candidates fail to register their award within that time, they will have to undertake additional education and training or gain experience as specified by the NMC in order to practise.