Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Cardiff University
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	Aneurin Bevan University Health Board Virgo Care Homes Cardiff and Vale University Health Board Spire Healthcare Limited HMP Cardiff Abertawe Bro Morgannwg Abertawe Bro Morgannwg University Health BoardPriory Group M H A/Methodist Homes Marie Curie Hospice The Waverley Care Centre Ty Hafan The Vale Hospital Ludlow Street Healthcare St David's Hospice Care Sister's of St Joseph of Annecy Hafal
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: Bachelor of Nursing Adult Programme start date: 21 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Pre-registration nursing - Mental Health Title of programme: Bachelor of Nursing Mental Health Programme start date: 21 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Pre-registration nursing - Child Title of programme: Bachelor of Nursing Child Programme start date: 21 September 2020	

Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	24 January 2020
QA visitor(s):	Registrant Visitor: Alison Marchbank Lay Visitor: Sandra Stephenson

Summary of review and findings
The University of Cardiff (UoC), is an approved education institution (AEI). The school of healthcare sciences (the school) has presented programme documentation for the approval of undergraduate three-year full-time Bachelor of nursing (BN) pre-registration nursing programme in adult, child and mental health fields of nursing. The programme uses a spiral curriculum with module content delivered through a variety of teaching and learning strategies. Several modules are shared across fields and there are plans for interdisciplinary learning in education learning environments and in practice learning environments. The programme is developed in partnership with the All-Wales pre-registration nursing and midwifery group. This group includes Wales AEIs, practice learning environment partners, chief nursing office Wales, health education and improvement Wales (HEIW), royal college of nursing Wales, student and service user and carer (SUC) representation. This partnership approach has led to the agreement to have a Pan Wales practice assessment document (PAD). The Once4Wales 2020 nursing and midwifery group has produced a range of supportive materials for student supervision and assessment. We find health boards are fully committed to working in equal partnership with the AEI to implement transition to Standards for student supervision and assessment (SSSA). The approval process demonstrates effective and robust partnership working with all key stakeholders involved in programme co-production, delivery and evaluation. Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). The SSSA are met at programme level. The programme is recommended for approval to the NMC. Visitors made three recommendations. The AEI made one recommendation.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval

Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**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:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: The AEI to consider indicating recognition of prior learning (RPL) on the programme website and incorporate it to programme information templates to enhance nursing applicant information. (SFNME R2.8, R2.9; Standards for pre-registration nursing programmes (SPRNP) R1.5, R1.6) Recommendation two: The AEI is advised to give their patient public involvement (PPI) strategy a higher profile. (SFNME R1.12) Recommendation three: To consider changing the wording of learning outcome three, in modules HC3320/HC3329, to more clearly indicate the inclusion of pharmacology as a treatment. (University recommendation) Recommendation four: The AEI to consider making widening participation information clearer to nursing applicants. (SFNME R2.6; SPRNP R1.5)
Focused areas for future monitoring:	Implementation and evaluation of a new system to monitor practice learning hours.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

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 and midwives* QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

Partnerships

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

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

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

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

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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Findings against the standard and requirements

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

We found robust and effective partnership working with all stakeholders in both the development and planned operationalisation of the new programme.

The programme is developed in collaboration with a range of stakeholders. Co-production events to develop the new programme include service user representatives, practice development nurses, practice facilitators, student nurses and academic staff with feedback used to guide the content and delivery of the programme. Practice learning partners (PLPs) tell us of their involvement in developing the new programme. Practice educators tell us how they have looked at NMC Standards from a clinical perspective, considering safety and student support and share this with academic staff. They're listened to and feel valued by the AEI. Their comments have fed back to the all Wales group and the PAD has evolved in response.

The AEI and PLPs have detailed plans ensuring practice supervision and assessment is in place adhering to the SSSA. PLPs are confident there's enough practice learning staff to act as practice supervisors and practice assessors. Strong partnership working is clear between them and the AEI.

The AEI, in partnership with PLPs, have robust communication strategies in place to ensure joint responsibility for the programme. Quality assurance processes are robust in the AEI. PLPs tell us of strong links between them and the school and effective two-way flow of information regarding raising and escalating concerns.

Student representatives attend regular meetings and their feedback has led to changes in teaching and learning, such as the delivery of clinical skills prior to placement, assessment types and when assessments are scheduled. There are effective strategies for escalating concerns regarding students' practice learning. Students say they're confident in raising concerns. Students give examples of how changes are made to the programme or placement allocation in direct response to their feedback. Student representatives meet monthly with their cohort to discuss any issues or concerns which are shared with academic staff and actions agreed and monitored. All students give feedback after every practice placement.

SUC contribute to the programme as experts by experience. They tell us they're involved in many aspects of the programme including recruitment, module review, teaching and giving feedback to students on practice placement via the Wales PAD. Service users say they feel valued by the school and students. They want to

be involved more in supporting students in their learning and ensure the programme is person-centred. (Recommendation two) (SFNME R1.12)

They undergo annual mandatory training, including equality and diversity and unconscious bias training. The AEI tells us they are growing a culture where PPI is more fully embedded and recognise the need for a SUC strategy review. A new role of PPI lead is advertised to facilitate this. PPI involvement is supported by an active and diverse group.

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

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

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

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.

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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

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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).

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

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)

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

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

Yes

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

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

Met

R1.5 is met. The AEI's RPL policy explains RPL and experiential learning (RPEL) process. RPL is mapped against programme outcomes and allows up to a maximum of 50 percent of the programme and complies with Article 31(3) of Directive 2005/36/EC. The RPL co-ordinator maps achieved learning outcomes against the programme and module learning outcomes and proficiencies. Applications for RPL are considered through the board of studies and approved by an external examiner. The AEI tell us this information is shared on open days with applicants. Information on widening participation and RPL on the programme website for applicants is limited. (Recommendation one) (SFNME R2.8, R2.9; SPRNP R1.5, R1.6) (Recommendation four) (SFNME R2.6; SPRNP R1.5)

Evidence that for NMC registered nurses recognition of prior learning is

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capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)

Met

R1.6 is met. RPL is considered for NMC registered nurses seeking registration in another field. The all Wales selection and recruitment principles are followed which allow more than 50 percent RPL for registered nurses. RPL is capable of being mapped to the Standards of proficiency for registered nurses. The AEI tell us this information is shared on open days and with individual applicants. There is minimal information on the programme website for registered nurse applicants. (Recommendation one) (SFNME R2.8, R2.9; SPRNP R1.5, R1.6)

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

R1.7 is met. The school assesses individual student's digital literacy during the selection process in a range of ways including the online application, through booking events online, email correspondence, digital submission of documents and exercises during their interview.

The programme is developed as a spiral curriculum. Programme content, mapping documents and the approval process show how students will develop numeracy, literacy, digital and technological literacy to meet programme outcomes. The university academic and skills development centre supports students in developing their academic study skills. All students can ask for support from the maths support service. Students have access to safeMedicate, an electronic platform throughout the programme to develop their numeracy and drug calculation skills. Students tell us about optional weekly drop-in sessions available for both maths and digital skills and sessions with the librarian for specific skills such as researching. The ongoing achievement record (OAR) and PAD are linked to outcomes in numeracy, literacy, digital and technological literacy where they are developed and assessed in practice.

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

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Met

No students on the current pre-registration nursing programme are transferring onto the new programme. The AEI plans to teach out the existing programme and transfer students to the SSSA. Students tell us they are aware of the changes which will occur in September 2020. The PAD is adapted to reflect these changes. The AEI and PLPs are rolling out preparation for practice supervisors and assessors. The AEI tell us students returning from interrupted studies will be managed on an individual basis.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

Met

There's evidence for NMC registered nurses RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. Mapping is undertaken by the field specific programme manager and the RPL team jointly review evidence provided. The AEI tell us RPL granted depends on the individuals previous experience and academic achievement.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

Yes

Outcome

Is the standard met?
Met
Date: *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.   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 outin Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

Yes

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

Yes

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

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

Met

R2.4 is met. The programme provides opportunities in both theory and practice for all students to experience all fields of nursing. This is confirmed by programme staff, PLPs and students. Students have several shared modules which have theory content relevant to all fields. Students tell us how they encounter the four fields of nursing in a variety of ways. Practice learning is mapped to ensure all students experience the patient journey and lifespan in each field of nursing. PLPs tell us they provide learning experiences across all fields and this is confirmed by practice learning agreements.

The programme design uses a spiral curriculum with increasing complexity to match student development over three years. Academic staff tell us how this approach builds student skills, knowledge and confidence. There are a variety of teaching and learning approaches such as seminars, lectures and online opportunities. There are sufficient staff and resources to deliver the programme in theory and practice. Student learning includes SUC as experts by experience to support developing communication skills and to help students place the patient at the heart of what they do. Students tell us how powerful their learning is from listening to and talking with patients and families. Practice placement learning is

offered in a range of practice settings giving students the opportunity to develop their inter-professional team-working skills in health and social care, private and voluntary sector settings across the region. Academic staff tell us each nursing field will allow students to be field-specific and work in partnership through shared modules which will better prepare them for the complexity of care. Students tell us of specific learning days, such as for learning disabilities, which allows them to develop skills in this field through learning with service users.

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

R2.5 is met. All students on the programme will have five shared modules and seven field specific modules. These are sufficient for each field to develop an identity and field specific skills whilst developing generic and shared elements of nursing across child, mental health, adult and learning disabilities. As learning disabilities nursing is not offered in the school, programme mapping demonstrates inclusion of learning disabilities in the other three fields. Module learning outcomes are appropriate for each field and level of learning. The hub and spoke practice learning model allows all students to experience all fields of nursing. PLPs and students say how they work together to find effective opportunities for spoke practice placements.

All modules are compulsory and eligibility for NMC registration is only permissible for one specific field of nursing upon successful completion of all modules in the programme.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

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

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

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

Met

R2.8 is met. Programme specifications, module descriptors and the PAD confirm extensive mapping of field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation for all fields of nursing practice in the programme. Gaining consent from people is specified in the PAD and students confirm they learn in all these aspects and can apply their learning in practice, for example students tell us they act on information to identify safeguarding issues and raise concerns.

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

R2.9 is met. The programme information template (PIT) sets out the required 4600 hours. The programme has an equal balance of theory and practice learning. The AEI tells us there's a new system to record hours and they're monitoring this for accuracy. Practice and academic hours are monitored by the team and students tell us they know to report absence. Students confirm their hours are recorded and monitored. There's a process to support students' retrieval of any unmet practice and theory learning hours which is identified in the student handbook.

An appropriate range of teaching and learning methods are presented in the programme for example, lectures, seminars, self-directed learning and blended learning. PLPs and the AEI tell us the practice allocation model, ensures students have access to a range of practice learning placements. This takes in to account the 24 hour nature of nursing care delivery. PLPs and students tell us students

undertake a range of shift patterns in placements including weekends and some nights. The programme and practice planners confirm the designated hours required to meet NMC requirements.

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

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

Yes

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

Yes

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)

No

The programme is for single field 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)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *24 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

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

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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

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

R3.1 is met. The AEI in partnership with PLPs has processes in place to ensure students deliver safe and effective care, to a diverse range of people across the fields of nursing practice to meet the Standards of proficiency for registered nurses. PLPs tell us they've undertaken scoping exercises with their staff to identify training needs and provide skills development enabling practice learning staff to deliver student supervision and assessment in new proficiencies.

The practice learning team allocate placements across the NHS, voluntary or

independent settings using a hub and spoke model. The learning and teaching committee oversees the safety of learning environments to meet NMC requirements. The learning in practice group support communication between the school and PLPs. Hub practice learning opportunities are field specific. Spoke practice learning opportunities allow students to experience the patient's journey across health settings linked to the hub. Other spoke practice learning opportunities will cross fields of practice including maternity care. Practice learning allocation takes into account students' year of study.

Student facing documentation identifies raising concerns processes. Students tell us they know how to raise and escalate concerns. One student provides an example of support by academic and practice staff when raising a concern on placement. PLPs tell us they know how to raise concerns about students and fitness to practice processes are identified in student documentation. PLPs and students tell us patient and public safety is key to the programme and practice learning.

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

Met

R3.2 is met. The AEI and PLPs ensure students will experience a variety of practice learning environments to meet programme outcomes. Students entering the new programme will use the agreed all Wales PAD. Students say there's a range of spoke placements enabling them to meet the holistic needs of people in all ages.

PLPs and students confirm there are processes for monitoring, assessing and evaluating practice placements. PLPs confirm practice learning environments are audited and evaluated jointly with the AEI on a two- yearly cycle. Students are required to complete a placement evaluation at the end of each placement. These findings are shared with PLPs and actions undertaken if required. Students tell us their evaluations are acted upon

Practice learning information is shared between the AEI and PLPs through a formal agreement process. Placement capacity is confirmed by audit and is regularly discussed at the learning and teaching committee, which oversees the safety of learning environments. The AEI and PLPs tell us there are joint processes in place to suspend or withdraw placements because of adverse audits, regulatory body reports or negative student evaluations.

PLPs tell us there's frequent communication with the AEI to ensure relevant practice learning environments are available and safe.

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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

R3.3 is met. The Standards of proficiencies for registered nurses are mapped in the PAD and opportunities are provided for students to demonstrate meeting communication and relationship management skills and nursing procedures within each field of practice.

Students tell us of their progress in communication, relationship management skills and nursing procedures within their selected fields. Students tell us simulation-based learning activities prepare them and build their confidence in these skills. Simulation is enhanced by service user involvement and feedback. Communication, relationship management skills and nursing procedures are mapped in the PAD, providing assurance these skills will be assessed and met by the end of the programme. Students tell us practice supervisors and service users provide feedback in the PAD.

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

R3.4 is met. Documentation and findings at the approval event confirm technology enhanced and simulation-based learning and assessment opportunities are used proportionately and effectively in the programme. A virtual learning environment supports technology enhanced learning. This includes using supportive software such as safeMedicate for numeracy and drug calculation skills. This approach supports face-to-face teaching. Simulated practice learning opportunities are identified in the programme plan and are mapped to Article 31(5) of Directive 2005/36/EC for the adult field. Simulation offers students the opportunity to learn and practice skills and to receive feedback. The AEI, PLPs, service users and students tell us how effective simulation is for each field of nursing. Students tell us the scenarios are relevant and increase their confidence. Programme assessments are varied and include presentations, coursework submitted electronically and reflective exercises.

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

R3.5 is met. Documentary evidence and assurance at the visit confirm the school is committed to giving students safe, effective and inclusive learning experiences in line with current legislation. Students tell us their individual needs and personal circumstances are taken in to account when allocating practice placements. This process is stated in the handbook. The placement support team supports students' placement learning. Students can seek support from the student disability and wellbeing manager and the programme specific disability and wellbeing lead. The school and PLPs meet to discuss any reasonable adjustments needed to accommodate a student's individual needs. Risk assessments are undertaken jointly by PLPs and the school. Occupational health reports inform any reasonable adjustment required in practice. PLPs and students tell us reasonable adjustments are made effectively. Students confirm the AEI allows them to decide if they wish to tell the PLP of any learning needs or special circumstances. Students tell us of a range of adjustments made and PLPs tell us making adjustments to shift patterns is based on student need.

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

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome
Is the standard met? *Met* **Date:** *24 February 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4. Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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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 inArticle 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

R4.1 – R4.11

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

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

Met

R4.1 is met. The AEI and PLPs has processes in place to ensure supervision,

learning, assessment and support complies with the NMC SFNME. Students tell us they are supported in theory and practice learning environments, this support includes health and wellbeing, information technology and library resources. Students tell us they each have a personal tutor. Programme documentation, PLPs and the AEI confirm there's guidelines on implementing practice supervisor, practice assessor and academic assessor roles. Guidelines include how individuals in these roles are prepared and developed. This process is monitored by the programme development group and ensures there's joint responsibility for practice learning. At regional and school levels, PLPs are part of the all Wales pre-registration nursing and midwifery group. They use the Once4Wales 2020 nursing and midwifery approach ensuring support, supervision, learning and assessment in practice. Students say they are supernumerary in practice and are supported to become independent learners as they progress. Students confirm they understand their duty of candour, people can withdraw consent and know how to raise concerns and make complaints. The PAD states the raising concerns process, identifies consent must be obtained for care and is mapped to the Code. Programme documentation is mapped to programme outcomes and proficiencies.

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. The AEI and PLPs have processes in place to prepare practice supervisors, practice assessors and academic assessors. These processes reinforce the principals agreed regionally in relation to supporting learning in practice across Wales. Student handbooks and the PAD makes explicit the roles of practice supervisor, practice assessor and academic assessor. There is a different academic assessor for each part of the programme. The school has approved a project lead to oversee introducing of the academic assessor role. The AEI and PLPs are providing a range of preparation materials including face-to-face sessions, online, scenarios and videos. PLPs and the AEI tell us information sharing and updates about new roles are continuous and all staff are included. The AEI and PLPs tell us current mentors are transitioning to the new roles of practice supervisor and assessor. Practice supervisors and practice assessors are identified by the PLPs and academic assessors by the school. PLPs tell us there's enough practice learning staff for the new roles. PLPs tell us they're partners in rolling out the new SSSA requirements. Workshops are being held and regular updates are planned thereafter. PLPs confirm they'll keep and maintain a register of practice assessors and practice supervisors. Practice learning staff tell us they're excited by the new SSSA requirements and feel it will enhance practice learning. Students tell us they are aware of the new roles.

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

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

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

Met

R4.4 is met. The school's assessment and feedback strategy tells students about the support they can expect in theory and practice learning. Theory modules have formative and summative assessments, this is detailed in student handbooks and programme documentation. In practice learning environments students have formative and summative assessment outcomes documented in the PAD. The PAD has sections for feedback from service users. Service users tell us they provide feedback on simulation activities, such as communication skills. Students tell us they find service user feedback and contributions valuable. Students tell us they have regular formative and summative feedback throughout theory and practice learning. Students confirm assessment feedback is timely, meaningful and supports their development.

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

R4.5 is met. There is evidence of comprehensive mapping to ensure students meet Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice. PLPs and the AEI confirm they are working towards SSSA. PLPs confirm policies are being adapted, allowing students to undertake the new proficiencies. PLPs and the AEI tell us they are reviewing the training needs of staff and updating skills if necessary, to deliver the new proficiencies. PLPs confirm there are sufficient resources and practice learning placements to ensure students in each field of nursing practice meet the Standards of proficiency for registered nurses and programme outcomes. The PAD is mapped to the proficiencies and students are assessed in practice using the PAD. All programme

modules are compulsory and there is no compensation in module assessments.

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

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

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

Yes

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

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

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

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* **Date:** *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) 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.

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

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There is no fall back exit award with eligibility to register with the NMC.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

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Met   Date: *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: External advisor report BN adult nursing, 5 November 2019 External advisor report BN child nursing, 6 November 2019	

External advisor report mental health, 1 December 2019
Our response to panel, 7 November 2019
Adult, child, mental health module descriptors, 24 January 2020
School of healthcare sciences, guide to the approval event, 24 January 2020
NMC programme approval PowerPoint presentation, 24 January 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Adult pre-registration nursing programme students: One x year one, four x year two, four x year three and one x alumnus. Child pre-registration nursing programme students: Six x year one, and two x year two. Mental health pre-registration nursing programme students: Two x year two, seven x year three and one x alumnus.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	

If you stated no above, please provide the reason and mitigation
Cardiff is an established AEI, visits not required.
Additional comments:

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