Nursing & Midwifery Council

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

MOTT MACDONALD

# Programme approval report

## Section one

| | |
|---|---|
| **Programme provider name:** | Swansea University |
| **In partnership with:** *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)* | Cwm Taf Morgannwg University Health Board<br>Hywel Dda University Health Board<br>Powys Teaching Health Board<br>Swansea Bay University Health Board<br>Private, voluntary and independent health care providers<br>Education and social care providers |
| **Programme reviewed:** | **Return to practice:**<br><br>**Nursing:**<br>Adult ☒<br>Mental health ☒<br>Children's ☒<br>Learning disabilities ☒<br><br>**Midwifery** ☐<br><br>**Specialist community public health nursing** ☐<br><br>**Nursing Associate** ☐ |
| **Title of programme:** | Return to practice |
| **Academic levels:** | |
| RtP Nursing Adult | England, Wales, Northern Ireland<br>☒ Level 6 ☐ Level 7 |

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| | SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11 |
|---|---|
| RtP Nursing Mental Health | England, Wales, Northern Ireland<br>☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11 |
| RtP Nursing Children's | England, Wales, Northern Ireland<br>☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11 |
| RtP Nursing Learning disabilities | England, Wales, Northern Ireland<br>☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11 |
| RtP Midwifery | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11 |
| RtP SCPHN | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7 |

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| | SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
|---|---|
| RtP Nursing Associate | England only (Nursing Associate)<br>☐ Level 5<br><br>England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| **Date of approval visit:** | 8 December 2020 |
| **Programme start date:**<br>**Return to practice:**<br><br>**Nursing:**<br>Adult<br>Mental health<br>Children's<br>Learning disabilities<br><br>**Midwifery**<br><br>**Specialist community public health nursing:**<br>Health visiting<br>School nursing<br>Occupational health nursing<br>Family health nursing<br>Generic<br><br>**Nursing Associate** | 19 April 2021<br>19 April 2021<br>19 April 2021<br>19 April 2021 |
| **QA visitor(s):** | Registrant Visitor: Carole Proud |

| Summary of review and findings |
| --- |
| The college of human and health sciences at Swansea University (SU) has requested approval of a return to practice (RtP) programme for nursing in the fields of adult, child, learning disability and mental health nursing. The university is an established provider of nursing and midwifery programmes. An RtP programme has been delivered since 2001. The programme is commissioned by health education and improvement Wales (HEIW). It is offered as a 40-credit module at undergraduate level six and delivered on both a full-time and part-time basis. Recognition of prior learning (RPL) is included. Delivery is planned for September and March with a minimum of 30 students each academic year. <br><br> The programme documentation and approval process confirm strong and effective partnership working between SU and practice learning partners, students and service users and carers in the fields of adult, children's, and mental health nursing. Carer involvement in learning disabilities nursing was strong but further evidence of partnerships with practice learning partners and student involvement is required. <br><br> The documentation and presentation by the programme team confirms an effective programme which is mapped to the Standards for return to practice programmes (SRtP), (NMC, 2019) and the Standards of proficiency for registered nurses (SPRN) (NMC, 2018). The programme is designed for blended learning with online delivery, interprofessional learning (IPL), simulation and face-to-face seminar sessions. Students work with the module team to choose their practice learning environment. Assessment in practice meets NMC (2018) Standards for student supervision and assessment (SSSA). Proficiencies and skills are assessed with the return to practice assessment document (RPAD) that is based on the All Wales pre-registration nursing PAD. <br><br> The NMC (2018) Standards framework for nursing and midwifery education (SFNME) is met for the fields of adult, children's, and mental health nursing. Documentary evidence and discussion at the approval visit is unable to confirm the academic and practice learning resources required to deliver RtP in the field of learning disabilities. SFNME is not met at programme level. |

SSSA is met for the fields of adult, children's, and mental health nursing. Documentary evidence and discussion at the approval visit is unable to confirm the academic and practice learning resources required to deliver RtP in the field of learning disabilities. SSSA is not met.

The programme is recommended to the NMC for approval subject to two joint conditions and two university conditions. The AEI made two recommendations.

The approval visit was carried out online due to COVID-19 restrictions.

15 January 2021
SU has provided evidence to meet the joint NMC and university conditions. The conditions are met. SU has provided evidence of review of university conditions. The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
|---|---|
| **Recommended outcome to the NMC:** | Programme is recommended to the NMC for approval ☐<br><br>Programme is recommended for approval subject to specific conditions being met ☒<br><br>Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**<br>None identified.<br><br>**Selection, admission and progression:**<br>Condition one: Update entry qualification to include the NMC English language requirement. (SRtP R1.2.4) (University and NMC condition)<br><br>Condition two: Clarify the entry requirements around English Language/literacy qualifications. (University condition)<br><br>**Practice learning:**<br>None identified. |

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| | **Assessment, fitness for practice and award:** None identified. |
| | **Education governance: management and quality assurance:** Condition three: Require that the proposing team produce an action plan and add details confirming learning disabilities nursing resources are in place, in both practice and academic assessor roles. (SFNME R2.14, R2.18; SSSA R6.3; SRtP R2.4, R4.1, R4.2) (University and NMC condition) |
| | Condition four: Correct typographic errors specifically in the student facing handbook. (University condition) |
| **Date condition(s) to be met:** | 15 January 2021 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: To strengthen the documentation to fully reflect the excellent work being done in the following areas: <br><br> • digital literacy support and resources made available to students throughout the programme <br><br> • support and resources given to employability of students, for example practice interview, help with application and CV production <br><br> • involvement of service users and carers <br><br> • the support through personal academic mentors (PAMS). <br><br> (University recommendation) <br><br> Recommendation two: The programme team to consider the introduction of maximum hours of simulation experience and to have a process for |

| | clarification of the extent and purpose of simulation in determining a threshold. (University recommendation) |
|---|---|
| **Focused areas for future monitoring:** | Experience of students undertaking RtP – learning disabilities pathway. |

| **Programme is recommended for approval subject to specific conditions being met** | |
|---|---|
| **Commentary post review of evidence against conditions:** SU has provided evidence to meet the joint conditions set by the NMC and university and confirmation of review of the conditions set by the university. The programme is recommended to the NMC for approval. | |
| **AEI Observations** | Observations have been made by the education institution          YES ☒          NO ☐ |
| **Summary of observations made, if applicable** | Correction to the spelling of Cwm Taf Morgannwg University Health Board. Revision to the programme start date. Programme title confirmation. Clarification that there is no all-Wales RPAD; proficiencies and skills are assessed in the RPAD which is based on the all-Wales pre-registration nursing PAD. Clarification on the role of the academic assessor as distinct from the role of the personal academic mentor. |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐ |
| **Date condition(s) met:** | 15 January 2021 |

**Section three**

| **NMC Programme standards** |
|---|
| Please refer to NMC standards reference points |

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| NMC Programme standards |
|---|
| *Standards for return to practice programmes* (NMC, 2019)<br>*Return to practice standards* (NMC, 2019)<br>*Future nurse: Standards of proficiency for registered nurses* (NMC, 2018)<br>*Standards for competence for registered midwives* (NMC, 2009)<br>*The Future midwife: Standards of proficiency for registered midwives* (NMC, 2019)<br>*Standards of proficiency for nursing associates* (NMC, 2018)<br>*Standards of proficiency for specialist community public health nurses* (NMC, 2004)<br>*Standards for specialist education and practice (*NMC, 2001)<br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br>*Standards for student supervision and assessment* (NMC, 2018)<br>*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)<br>*Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)<br>QA Handbook (NMC, 2020) |

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

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

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

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

**Standard 2: Educational governance and quality:**
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

***Standards for student supervision and assessment*** (NMC, 2018)

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

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

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

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

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

| Findings against the standard and requirements |
|---|

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

Documentary analysis and discussions at the approval event demonstrate effective and valued partnerships with all stakeholders. The partnerships are underpinned by a commitment to the all Wales collaboration led by HEIW. SU co-operates fully with the Once for Wales approach to curriculum development and quality assurance of practice learning. The RtP programme benefits from the discussions and projects this approach engenders.

The service user group told us about their positive relationship with SU. Service users feel part of the team, they are prepared for their work with the college and students. This work ranges from admissions to supporting simulation sessions and involvement in curriculum development. Service users explained how the service user feedback form, in the RPAD, encourages students to listen to service users and carers. They understand the importance of supporting registrants to return to the local workforce through the RtP programme. Senior SU managers told us about SU's investment in an infrastructure to support and encourage the voice of service users and carers.

SU works in partnership with four local health boards (HB) – Swansea Bay university HB, Hywel Dda university HB, Cwm Taf Morgannwg university HB, Powys teaching HB and private, independent and voluntary organisations (PIVOs). All were present at both senior manager and practice supervisor/practice assessor meetings. They were able to explain their involvement in curriculum development, their understanding of SSSA and their support of SU programmes.

By following HEIW quality assurance processes, SU has learning and placement agreements with all their practice learning partners. There is a clear process for students to raise concerns about their practice learning experience. SU has additional processes for responding to quality concerns raised by health care inspectorate Wales and care inspectorate Wales.

Partnership working with RtP students is demonstrated by the student handbook, the programme team's presentation to the approval panel and the student specific information on SUs virtual learning environment – Canvas. The curriculum and teaching plan show an innovative approach to IPL which involves students from other programmes within the college. Currently, there are no students on the programme, but this was corroborated by the alumni who joined the student meeting. The alumni describe a well organised programme with responsive academics who support students throughout their studies. The RPAD records the collaboration between practice assessors and academic assessors. The student handbook confirms that this may be face-to-face or by telephone.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

**MET** ☒ **NOT MET** ☐

| Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment* | | |
|---|---|---|
| | **MET** ☒ | **NOT MET** ☐ |

| **Post event review** | | |
|---|---|---|
| **Identify how the condition(s) is met:** <br> N/A | | |
| **Date condition(s) met:** <br> N/A | | |
| **Revised outcome after condition(s) met:** <br> N/A | **MET** ☐ | **NOT MET** ☐ |

## Student journey through the programme

### Standard 1: Selection, admission and progression

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

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with *the Code*

R1.2.2 have capability to behave in accordance with the Code

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

R1.2.4 can demonstrate they meet NMC *English language requirements*

R1.2.5 have capability in literacy to meet programme outcomes

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

R1.3 ensure students' *health and character* is 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 guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 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 that any declarations are dealt with promptly, fairly and lawfully

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

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

**Note:** Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for return to practice programmes.* If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

**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 return to practice programmes* (NMC, 2019).

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

| Findings against the standard and requirements |
|---|

**Evidence provides assurance that the following requirements are met:**

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

**YES** ☒  **NO** ☐

R1.2  confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with *the Code*

**YES** ☒  **NO** ☐

R1.2.2 have capability to behave in accordance with the Code

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

**YES** ☒  **NO** ☐

R1.2.4 can demonstrate they meet NMC *English language requirements*

**YES** ☐  **NO** ☒

In the programme specification and on SU's website, the admissions criteria states International English Language Testing System (IELTs) (or equivalent) score as an entry requirement. This is not in line with the NMC update on English language requirements 28 January 2020. (Condition one)

R1.2.5 have capability in literacy to meet programme outcomes

**YES** ☒  **NO** ☐

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

**YES** ☒  **NO** ☐

R1.3 ensure students' *health and character* is 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 guidance.* This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

**YES** ☒  **NO** ☐

R1.4 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 that any declarations are dealt with promptly, fairly and lawfully

**YES** ☒  **NO** ☐

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

**YES** ☒  **NO** ☐

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

R1.6    consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

<div align="right">

**MET** ☒      **NOT MET** ☐

</div>

R1.6 is met. Documentary evidence notes that the admissions process considers students' prior learning and experience in relation to the standards of proficiency, programme outcomes and students intended scope of practice. This was clarified by the programme team during their presentation and in the subsequent discussion. The admission procedure supports both the placement allocation and the RPL process. SU has a robust procedure for RPL with an RPL lead and monthly RPL panels. RtP students who claim RPL are required to submit a portfolio of learning. Students are, also, required to reflect on their practice in relation to the seven platforms which underpin the proficiencies in SPRN.

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

<div align="right">

**MET** ☒      **NOT MET** ☐

</div>

R1.7 is met. Documentary evidence and discussion with the programme team and students confirms the support given to students to update their abilities in numeracy, literacy, digital and technological literacy throughout the programme. An alumna, who studied at the beginning of the COVID-19 pandemic, explained the value of teaching sessions online and her increased confidence in technology. The students use safeMedicate, an online numeracy and drug calculation platform, to develop numeracy skills. Students who require support with literacy are referred to the university support team. Ultimately, the students' ability in literacy is assessed via a written assignment and their skills in numeracy and technology via an online safeMedicate examination.

**Proposed transfer of current students to the programme under review**

**From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards for return to practice</u>**

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| **programmes** **will be met through the transfer of existing students onto the proposed programme.** |
| All students have completed the programme. No students will transfer onto the proposed programme. |

| |
|---|
| **Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_** (NMC, 2018). |

| |
|---|
| **From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.** |
| All students have completed the programme. No students will transfer onto the proposed programme. |

| | | | | |
|---|---|---|---|---|
| Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met | **YES** | ☒ | **NO** | ☐ |

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| **Outcome** |

| | | | |
|---|---|---|---|
| **Is the standard met?** | **MET** ☐ | **NOT MET** ☒ | |
| The programme documentation and SU website do not reflect the NMC English language requirements for entry to the register. | | | |
| Condition one: Update entry qualification to include the NMC English language requirement. (NMC, 2019) (SRtP R1.2.4) | | | |
| **Date:** 8 December 2020 | | | |

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| **Post event review** |

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| **Identify how the condition(s) is met** |
| Condition one: |
| SU has updated their module specification to align with NMC (2019) SRtP for English language requirements. |
| Evidence: |
| Module specification for RtP programmes, January 2021 |

| |
|---|
| **Date condition(s) met:** |

| 15 January 2021 |
| --- |

| Revised outcome after condition(s) met: | MET ☒ NOT MET ☐ |
| --- | --- |
| The condition is met. | |

## Standard 2: Curriculum

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

R2.1    ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2    comply with the NMC *Standards for student supervision and assessment*

R2.3    ensure that programme learning outcomes reflect relevant standards of proficiency

R2.4    design and deliver a programme that supports students to return to their intended area of practice

R2.5    ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.6    state routes within the return to practice programme that allows:

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

R2.6.2 midwives to be readmitted to, or remain on, the register as midwives

R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

R2.7    set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

R2.8    set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

R2.9    ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

| R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and |
| R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes. |

| **Findings against the standard and requirements** |

**Evidence provides assurance that the following requirements are met:**

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

**Yes** ☒ **No** ☐

R2.2 comply with the NMC *Standards for student supervision and assessment*

**Yes** ☒ **No** ☐

R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency

Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing

**Yes** ☒ **No** ☐ **N/A** ☐

Midwives to be readmitted to, or remain on, the register as midwives

**Yes** ☐ **No** ☐ **N/A** ☒

Specialist community and public health nurses (SCPHNs)

**Yes** ☐ **No** ☐ **N/A** ☒

Nursing associates

**Yes** ☐ **No** ☐ **N/A** ☒

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

R2.4 design and deliver a programme that supports students to return to their intended area of practice

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**MET** ☐     **NOT MET** ☒

R2.4 is not met. Documentary evidence and meetings with the programme team and stakeholders confirm the students have a core programme delivered by study days, e-learning, IPL sessions and simulation. For students intending to return to adult, children's, and mental health fields of nursing practice there is field specific support via the academic assessor role linking theory to their specific field of practice. Further support is provided by PAMS. Students can access practice learning experiences with practice learning partners where SU has established placement agreements and the areas are audited with the Once for Wales audit tool. The assessment in practice is carried out using the RPAD. For students intending to return to the learning disabilities field of nursing practice the availability of PAMS and academic assessors to support the student is not confirmed. Furthermore, the partnership with practice learning partners in learning disabilities is not confirmed. (Condition three)

**Evidence provides assurance that the following requirements are met:**

R2.5   ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

           **YES** ☒    **NO** ☐    **N/A** ☐

R2.6   state routes within the return to practice programme that allows:

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

           **Yes** ☒    **No** ☐    **N/A** ☐

R2.6.2 midwives to be readmitted to, or remain on, the register as midwives

           **Yes** ☐    **No** ☐    **N/A** ☒

Approval of the midwifery route is not requested.

R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

           **Yes** ☐    **No** ☐    **N/A** ☒

Approval of the SCPHN route is not requested.

R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

           **Yes** ☐    **No** ☐    **N/A** ☒

Approval of the nursing associate route is not requested.

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

R2.7   set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

**MET** ☒   **NOT MET** ☐

R2.7 is met. Documentary evidence confirms programme content meets programme learning outcomes for each field of nursing practice. The curriculum includes generic taught and e-learning content. The intention is that there are field specific client focused discussions, video blogs on service user journeys and individual support by field specific academic staff. There are 30 direct contact study days over the 18-week full-time or 21-week part-time programme. Programme content and learning outcomes meet SPRN. The intention is that students will be allocated to field specific practice learning environments. The RPAD supports assessment in practice.

R2.8   set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing

**MET** ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met. Programme content includes the general and professional content required to meet the standards of proficiency and programme outcomes. The programme uses a blended learning approach and includes 30 direct contact study days with simulated learning in the clinical simulation centre and IPL. Online learning units focus on specific areas of knowledge and skills. Students will be allocated to an appropriate PAM for supported learning and ensuring core learning is applied to practice. Students with relevant experience are able to undertake a shorter bespoke programme. Students are required to undertake 360 hours of practice learning and this can be reduced through RPL. The intention is to plan practice learning experiences to meet student needs and to meet SPRN. The RPAD records assessment of needs, feedback and achieving proficiencies in

practice. The adult and mental health alumni confirm the programme prepares them to return to the register and gives them the confidence to practice.

Midwives to be readmitted to, or remain on, the register as midwives

**MET** ☐    **NOT MET** ☐   **N/A** ☒

The programme does not seek to readmit midwives.

Specialist community and public health nurses (SCPHNs)

**MET** ☐    **NOT MET** ☐   **N/A** ☒

The programme does not seek to readmit SCPHNs

Nursing associates

**MET** ☐    **NOT MET** ☐   **N/A** ☒

The programme does not seek to readmit nursing associates

R2.9   ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

**MET** ☒    **NOT MET** ☐

R2.9 is met. Documentary evidence and discussion with students and the programme team confirm the programme includes safeguarding, consent, pharmacology and medicines administration and optimisation. This is relevant and reflects contemporary care. There is a focus on medicines management in practice and students complete a 20-question safeMedicate exam. The pass mark for this exam is 100 percent.

R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment

**MET** ☒    **NOT MET** ☐

R2.10 is met. Documentary evidence and discussion with students and the programme team confirm the curriculum has a blended learning approach with

taught sessions, e-learning packages, simulation-based learning and IPL. These are used effectively and proportionately. Students can access e-learning on and off campus. The timetable is 30 taught days with students required to complete specific eLearning prior to several taught sessions. Students can access a wide range of support at SU and access to specific eLearning packages such as safeMedicate. Students receive formative feedback during simulation-based learning sessions and in relation to academic assessments.

R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

**MET** ☒    **NOT MET** ☐

R2.11 is met. Documentary evidence and discussions with the programme team and stakeholders confirm the programme will be delivered as a full-time route over 18 weeks or part-time over 21 weeks. Overall, there are 30 study days.

The programme includes a minimum of 360 hours of practice learning; this may be reduced via RPL. Alumni tell us that the introduction of a part-time programme is positive and reflects their feedback. Practice learning partners tell us a minimum of 360 hours in the practice environment is the right amount of time to build confidence and prepare for practice. The programme team tell us that they negotiate additional time for students based on individual need.

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

**YES**    ☒    **NO** ☐

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

**YES**    ☒    **NO** ☐

| **Outcome** |
| --- |

| **Is the standard met?** | **MET** ☐ **NOT MET** ☒ |
| --- | --- |

The curriculum is designed to support students to return to their intended field of practice. At the approval event practice learning partners are able to confirm delivery for the adult, children's, and mental health field. Resources to deliver the learning disability field are not confirmed.

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Condition three: Require that the proposing team produce an action plan and add details confirming learning disabilities nursing resources are in place, in both practice and academic assessor roles. (SFNME R2.14, R2.18; SSSA R6.3; SRtP R2.4, R4.1, R4.2)

**Date: 8 December 2020**

| **Post event review** |
| --- |
| **Identify how the condition(s) is met:**<br><br>SU submitted a detailed action plan setting out the resources available to support learning disability students in 2021 cohorts and in future years.<br><br>Evidence:<br>Action plan – resources to support learning disability students, January 2021<br>CV for honorary lecturer in learning disability nursing, January 2021<br>Confirmation from Hywel Dda University HB of their learning disability practice learning environments, availability of learning disability practice assessors and supervisors and their commitment to support RtP students in learning disability nursing from SU, January 2021<br><br>Condition three is met. |
| **Date condition(s):** 15 January 2021 |

| **Revised outcome after condition(s) met:** | **MET** ☒ **NOT MET** ☐ |
| --- | --- |

| **Standard 3: Practice learning** |
| --- |
| **Approved education institutions, together with practice learning partners, must:**<br><br>R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people<br>R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency |

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people
R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and
R3.6 ensure that students are supernumerary.

| Findings against the standard and requirements |
| --- |

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
**MET** ☒   **NOT MET** ☐

R3.1 is met. Documentary analysis and discussion at the approval visit with practice learning partners confirm the intention to allocate students to practice learning environments which meet programme outcomes and individual student need. Students are allocated to a primary hub experience and have three spoke learning experiences. This ensures they experience a range of settings for their intended field of practice and can demonstrate the ability to deliver person centred care. Practice learning experiences are organised jointly between practice learning partners and SU to meet each student's specific needs. Students spend a minimum of 360 hours in practice. Students are only allocated to areas audited for learners using the Once for Wales audit tool.

At the approval visit, the alumni told us they were supernumerary in practice. The student handbook outlines the process to be followed for raising concerns. Alumni say they felt well supported in practice by both practice-based staff and academics.

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
**MET** ☒   **NOT MET** ☐

R3.2 is met. Documentary analysis and discussions at the approval visit confirm practice learning opportunities enable students to meet communication and relationship management skills and procedures in their intended area of practice as set out in SPRN. The RPAD records student development and achievement in relation to communication and relationship management skills and procedures. The RPAD is mapped to SPRN. The programme team confirm, if specific skills cannot be met in practice they will be taught, practised, and assessed via simulation-based learning in the university setting.

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people

**MET** ☒     **NOT MET** ☐

R3.3. is met. The programme documentation and discussion at the approval event confirm students are offered practice learning opportunities to meet the holistic needs of people and programme requirements. Discussion about student's individual practice requirements begins at interview. The intention is that practice learning partners and the programme team work collaboratively with each student to organise a suitable practice placement. A hub and spoke model of practice learning is used. This enables students to organise additional learning (three spoke opportunities) to ensure they have the wide range of experiences required to meet SPRN.

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

**MET** ☒     **NOT MET** ☐

R3.4 is met. The programme documentation includes an inventory of when and how the nursing procedures annexe skills in SPRN may be met. This varies according to field and includes digital learning using Learning Wales, simulation, clinical skills, clinical practice, IPL and skills that will have service user involvement in the planning and teaching. The programme team told us this was developed in partnership with practice learning partners. It shows a flexible, planned and proportionate approach to skills development.

Medicines management is assessed in practice using RPAD and by a safeMedicate exam in university.

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

**MET** ☒ **NOT MET** ☐

R3.5 is met. Documentary analysis and discussion at the approval visit confirm students' individual needs are taken into consideration and reasonable adjustments are made as appropriate. Alumni confirm they are assessed by occupational health. Findings are reported back to the programme leader and practice learning partner. SU provides additional assessments and support for students with disabilities. There is a clear Reasonable Adjustments policy, any adjustments made are documented in the RPAD. An alumna told us about the individual support they received by their PAM and practice supervisor following a back injury. Alumni confirm that, for those with caring responsibilities, the programme placement providers can be flexible and responsive to their personal circumstances.

| **Evidence provides assurance that the following requirements are met:**<br>R3.6 ensure that students are supernumerary. | | |
|---|---|---|
| | **Yes** ⊠ | **No** ☐ |

| Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to practice learning are met | | |
|---|---|---|
| | **YES** ⊠ | **NO** ☐ |

| Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met | | |
|---|---|---|
| | **YES** ⊠ | **NO** ☐ |

| **Outcome** | | |
|---|---|---|
| **Is the standard met?** | **MET** ⊠ | **NOT MET** ☐ |
| **Date: 8 December 2020** | | |
| **Post event review** | | |
| **Identify how the condition(s) is met:**<br>N/A | | |
| **Date condition(s):**<br>N/A | | |
| **Revised outcome after condition(s) met:**<br>N/A | **MET** ☐ | **NOT MET** ☐ |

| **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 person 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 required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register
R4.6 ensure that students meet communication and relationship management skills and procedures
R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register
R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and
R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

| Findings against the standards and requirements |
|---|

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

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

**MET** ☐ **NOT MET** ☒

R4.1 is not met. Documentary analysis and discussion at the approval visit demonstrate that SFNME are fully met for RtP students returning to adult, children's, and mental health fields of nursing. There are strong and effective partnerships with practice learning partners. They tell us how they work together to plan, deliver and evaluate programmes. HEIW tell us of their support for RtP delivered by SU. Alumni tell us of a positive learning culture where they felt supported and empowered to learn and RtP.

Quality assurance of the practice learning environment is carried out using the Once for Wales audit tool. The programme team explain how they act on student evaluations and concerns raised by healthcare inspectorate Wales or care inspectorate Wales to ensure a positive learning environment. Alumni tell us that raising concerns and the professional duty of transparency and candour is introduced early in the programme. The college has two safeguarding leads who support students to raise concerns effectively.

Practice supervisor, practice assessors and academic assessors tell us that they feel well prepared for their role and appreciate the support of the practice education facilitators (PEFs). Practice learning partners, students and service users explain their involvement in developing the curriculum and involvement in assessment. The programme outcomes enable the students to practise safely and effectively in their chosen field.

When we discussed the resources and practice learning partnerships for students returning to the field of learning disabilities, we are not assured that the university has the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practice experiences for students as required by their programme learning outcomes. Currently no learning disability academics are employed at SU. In the meeting with practice managers we were unable to confirm an effective partnership between SU and an organisation providing services for people with learning disabilities. (Condition three)


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

**MET** ☐ **NOT MET** ☒

R4.2 is not met. Documentary analysis and discussion at the approval visit demonstrate that SSSA are fully met for RtP students returning to adult, children's, and mental health fields of nursing. The programme team, practice learning partners and programme manager (education) HEIW explain the value of the all Wales collaboration. This supports the production of learning materials and resources to help practitioners adopt the new roles of nominated person, practice supervisor and practice/academic assessor. The SU senior management team were able to confirm that the RtP can draw on the academic resources of the college for PAMs and academic assessors. The RPAD reflects all aspects of supervision and assessment.

No learning disability academics are currently employed by SU; we need assurance that RtP nursing students are assigned to practice and academic

assessors who are registered nurses with appropriate equivalent experience for the student's field of practice. (Condition three)

**Evidence provides assurance that the following requirement is met:**

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

**YES** ☒　　**NO** ☐

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

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

**MET** ☒　　**NOT MET** ☐

R4.4 is met. Documentary analysis and discussion at the approval visit confirm that students are provided with formative feedback in both academic and practice learning settings. Formative feedback in the university is through simulated learning activities and their PAM. Alumni confirm feedback is useful in their development. Feedback from a minimum of three service users is recorded in the RPAD. Feedback from additional practice supervisors and other health care professionals is recorded in the RPAD.

R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

**MET** ☒　　**NOT MET** ☐

R4.5 is met. Programme content enables students to meet the SPRN and programme outcomes. Students who successfully complete all elements of the programme meet programme outcomes to remain on or return to the register. Alumni and practice learning partners confirm the programme effectively prepares students to RtP. In practice, students are assessed using the RPAD, which has been mapped to the proficiencies in SPRN.

R4.6 ensure that students meet communication and relationship management skills and procedures

**MET** ☒　　**NOT MET** ☐

R4.6 is met. Documentary analysis and discussion at the approval visit demonstrate that communication and relationship skills and procedures are included in the programme content and assessed in practice with the RPAD. Within the RPAD the communication and relationship skills are mapped to the proficiencies. Procedures are included in a separate inventory and may be completed in practice, in simulation or using additional digital learning.

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

**MET** ☒   **NOT MET** ☐

R4.7 is met. Documentary analysis and discussion with stakeholders at the approval visit confirm that students are assessed in relevant proficiencies to enable them to be readmitted to or remain on the register. Alumni and practice learning partners confirm the programme prepares RtP students for safe and competent practice and returning or remaining on the register. Confirmation of proficiency to be readmitted to, or remain on the register, is made collaboratively by the practice assessor and academic assessor. Support for practice assessors and practice supervisors is from PEFs, academic assessors and the SU programme team.

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**Evidence provides assurance that the following requirement is met:**

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and

**YES**   ☒   **NO** ☐

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

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

**MET** ☒   **NOT MET** ☐

R4.9 is met. Documentary analysis and discussion at the approval visit confirm students' safe and effective practice and suitability to be readmitted to or remain on the register. Programme content is contemporary with emphasis on public safety and protection and assessment includes a numeracy medicines calculation with a pass mark of 100 percent. Practice learning environments are audited and evaluated using the Once for Wales tools. There's close partnership working

between practice learning partners and SU ensuring students are supported and assessed.

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

**YES** ☐     **NO** ☒

Following documentary analysis and discussion at the approval visit, the approval panel require assurance that SU has the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practice experiences for RtP students in the field of learning disabilities as required by their programme learning outcomes. Currently no learning disability academics are employed at SU. In the meeting with practice managers we were unable to confirm an effective partnership between SU and an organisation providing services for people with learning disabilities. (Condition three)

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

**YES** ☐     **NO** ☒

No learning disability academics are currently employed by SU; the approval panel needs assurance that RtP nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice. (Condition three)

| **Outcome** |
|---|

| **Is the standard met?**     **MET** ☐   **NOT MET** ☒ |
|---|

From documentary analysis and discussion at the approval event, the approval panel requires assurance from SU and their practice learning partners that they have the resources in practice and in university to support, supervise and assess a student returning to the learning disabilities field of nursing.

Condition three: Require that the proposing team produce an action plan and add details confirming learning disabilities nursing resources are in place, in both practice and academic assessor roles. (SFNME R2.14, R2.18; SSSA R6.3. SRtP R2.4, R4.1, R4.2)

**Date:** 8 December 2020

| **Post event review** |
|---|

| Identify how the condition(s) is met: |
|---|
| SU submitted a detailed action plan setting out the resources available to support learning disability students in 2021 cohorts and in future years. |
| Evidence: Action plan – resources to support learning disability students, January 2021 CV for honorary lecturer in learning disability nursing, January 2021 Confirmation from Hywel Dda University Health Board of their learning disability practice learning environments, availability of learning disability practice assessors and supervisors and their commitment to support RtP students in learning disability nursing from SU, January 2021 |
| Condition three is now met. |

| Date condition(s) met: |
|---|
| 15 January 2021 |

| Revised outcome after condition(s) met: | MET ☒  NOT MET ☐ |
|---|---|
| | |

| **Standard 5: Qualification or credits to be awarded and information on NMC registration** |
|---|
| **Approved education institutions, together with practice learning partners, must:** |
| R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level |
| R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and |
| R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register. |
| **Findings against the standards and requirements** |
| **Evidence provides assurance that the following requirements are met:** |
| R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level |

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and

**YES** ☐    **NO** ☒

The programme does not include a nursing associate route.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.

**YES** ☒    **NO** ☐

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Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

**YES** ☒    **NO** ☐

| **Outcome** |
| --- |
| **Is the standard met?**      **MET** ☒   **NOT MET** ☐ <br><br> **Date:8 December 2020** |
| **Post event review** |
| **Identify how the condition(s) is met:** <br> N/A |
| **Date condition(s) met:** <br> N/A |
| **Revised outcome after condition(s) met:**      **MET** ☐   **NOT MET** ☐ <br> N/A |

**Sources of evidence**

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

| Key documentation | YES | NO |
|---|:---:|:---:|
| Programme document, including proposal, rationale and consultation | ☒ | ☐ |
| Programme specification(s) | ☒ | ☐ |
| Module descriptors<br>*Please specify route* | ☒ | ☐ |
| Student facing documentation including: programme handbook<br>*Please specify route:*<br>Nursing / field of nursing | ☒ | ☐ |
| Midwifery | ☐ | ☒ |
| SCPHN | ☐ | ☒ |
| Nursing associate | ☐ | ☒ |
| Practice assessment documentation (PAD)<br>**Please indicate** which Standards of proficiency/competencies the PAD relates to:<br>Nursing / field of nursing | ☒ | ☐ |
| Midwifery | ☐ | ☒ |
| SCPHN | ☐ | ☒ |
| Nursing associate | ☐ | ☒ |
| Practice placement handbook:<br><br>Identify the routes:<br>Nursing in the fields of adult, child, learning disabilities and mental health nursing. | ☒ | ☐ |

| | | |
|---|---|---|
| PAD linked to competence outcomes, and mapped against *Standards for return to practice programmes* (NMC, 2019) for each route:<br>Nursing / field of nursing | ☒ | ☐ |
| Midwifery | ☐ | ☒ |
| SCPHN | ☐ | ☒ |
| Nursing associate | ☐ | ☒ |
| Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1) | ☐ | ☒ |
| Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2) | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3) | ☒ | ☐ |
| Curricula vitae (CV) for relevant staff | ☒ | ☐ |
| Programme lead:<br>Nursing | ☒ | ☐ |
| Midwifery | ☐ | ☒ |
| SCPHN | ☐ | ☒ |
| Nursing associate | ☐ | ☒ |
| Written placement agreements between the education institution and associated practice learning partners to support the programme intentions. | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation<br>The programme does not seek approval for midwifery, SCPHN or nursing associate routes. | | |
| List additional documentation: | | |

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| Condition documentation submitted post approval: |
| --- |
| Module specification for RtP programmes, January 2021<br>Action plan – resources to support learning disability students, January 2021<br>CV for honorary lecturer in learning disability nursing, January 2021<br>Confirmation from Hywel Dda University Health Board of learning disability practice learning environments, availability of learning disability practice assessors and supervisors and commitment to support RtP students in learning disability nursing from SU, January 2021 |
| Additional comments:<br>None identified. |

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

|  | YES | NO |
| --- | --- | --- |
| Senior managers of the AEI/education institution with responsibility for resources for the programme | ☒ | ☐ |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | ☒ | ☐ |
| Programme team/academic assessors | ☒ | ☐ |
| Practice leads/practice supervisors/ practice assessors | ☒ | ☐ |
| Students | ☒ | ☐ |
| If yes, please identify cohort year/programme of study:<br>Two March 2020 RtP, adult alumni<br>Two November 2019 RtP, adult alumni<br>One March 2019 RtP adult, alumna<br>One November 2019 RtP mental health, alumna | | |
| Service users and carers | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation | | |
| Additional comments:<br>At the time of the approval event there were no current students on the programme. | | |

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

| | YES | NO |
|---|---|---|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | ☐ | ☒ |
| Library facilities | ☐ | ☒ |
| Technology enhanced learning Virtual learning environment | ☐ | ☒ |
| Educational audit tools/documentation | ☐ | ☒ |
| Practice learning environments | ☐ | ☒ |
| If yes, state where visited/findings: | | |
| If you stated no above, please provide the reason and mitigation Online visit, the presentation by the programme team referred to the facilities available for programme delivery. SU is an established approved education institution (AEI), a resource check is not required. | | |
| Additional comments: None identified. | | |

| **Issue record** | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author(s): | Carole Proud | Date: | 17 December 2020 |
| Checked by: | Pamela Page | Date: | 22 December 2020 |
| Submitted by: | Lucy Percival | Date: | 9 February 2021 |
| Approved by: | Emiko Hughes | Date: | 9 February 2021 |
| | | | |