

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Aberystwyth University
<b>Programme reviewed:</b>	<p><b>Return to practice:</b></p> <p><b>Nursing:</b></p> <p>Adult <input checked="" type="checkbox"/></p> <p>Mental health <input type="checkbox"/></p> <p>Children's <input type="checkbox"/></p> <p>Learning disabilities <input type="checkbox"/></p> <p><b>Midwifery</b> <input type="checkbox"/></p> <p><b>Nursing Associate</b> <input type="checkbox"/></p> <p><b>SCPHN</b> <input type="checkbox"/></p> <p><b>Nursing/SCPHN</b> <input type="checkbox"/></p> <p><b>Midwifery/SCPHN</b> <input type="checkbox"/></p>
<b>Title of programme:</b>	Return to Practice (RtP) Adult Nursing
<b>Academic levels:</b>	
RtP Nursing Adult	<p>England, Wales, Northern Ireland</p> <p><input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
RtP Nursing Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>

RtP Nursing Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Nursing Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Midwifery	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Nursing Associate	<p>England only  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
<b>Date of approval visit:</b>	21 November 2022

<p><b>Programme start date:</b></p> <p><b>Return to practice:</b></p> <p><b>Nursing:</b>          Adult          Mental health          Children's          Learning disabilities</p> <p><b>Midwifery</b></p> <p><b>Nursing Associate</b></p> <p><b>SCPHN</b></p> <p><b>Nursing/SCPHN</b></p> <p><b>Midwifery/SCPHN</b></p>	<table border="1"> <tr> <td data-bbox="826 427 1385 465">27 February 2023</td> </tr> <tr> <td data-bbox="826 465 1385 504"></td> </tr> <tr> <td data-bbox="826 504 1385 542"></td> </tr> <tr> <td data-bbox="826 542 1385 580"></td> </tr> <tr> <td data-bbox="826 618 1385 656"></td> </tr> <tr> <td data-bbox="826 694 1385 732"></td> </tr> <tr> <td data-bbox="826 770 1385 808"></td> </tr> <tr> <td data-bbox="826 846 1385 884"></td> </tr> <tr> <td data-bbox="826 922 1385 960"></td> </tr> </table>	27 February 2023								
27 February 2023										
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Joanna Dunn</p>									

## Section two

### Summary of review and findings

Aberystwyth University (AU) is an established education institution (EI). AU was approved as a Nursing and Midwifery Council (NMC) approved education institution (AEI) in September 2021 for delivery of pre-registration nursing (adult and mental health) (NMC, 2018). The AEI is seeking approval of a return to practice (RtP) programme for the adult field of nursing commencing in February 2023.

The proposed programme is part-time and delivered by the programme team at the healthcare education centre. The centre is part of the AU faculty of earth and life sciences and institute of biological, environmental and rural sciences.

The approval visit is undertaken face-to-face.

The development is part of the Health Education and Improvement Wales (HEIW) tender for nurse education at AU and a programme enabling experienced nurses to RtP is required to be offered as part of the wider portfolio. The programme will follow the approved All Wales approach to selection, admission and progression, practice learning and the Standards for student supervision and assessment (SSSA) (NMC, 2018). The assessment of practice is through the Welsh practice assessment document (PAD) and ongoing record of achievement (ORA) for the RtP programme. The Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) underpin the PAD and ORA.

Documentation and discussion at the approval visit confirms that the proposed programme has been developed in response to local workforce need and to support local people to return to the nursing workforce. Programme documentation and discussion at the approval visit confirm evidence of effective partnership working between AU and local practice learning partners (PLPs), service users and carers (SUC) and students. There are effective partnership meetings between AU and PLPs, with sharing of information regarding any adverse Care Quality Commission outcomes or concerns about learning.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for RtP programmes (SRtPP) (NMC, 2019) as conditions apply.

Arrangements at programme level do meet the SSSA (NMC, 2018).

The programme is recommended to the NMC for approval subject to five conditions being met. Two further university conditions are made. One NMC recommendation and two joint NMC and university recommendations are made.

Updated 23 January 2023:

Evidence is provided to meet the five NMC conditions. The approval panel chair has confirmed that the two university conditions are met. The conditions and related NMC standards and requirements are now met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

**Conditions:**

**Effective partnership working: collaboration, culture, communication and resources:**

None identified.

**Selection, admission and progression:**

Condition one: The programme team must demonstrate a robust process for determining and evidencing RtP students' prior learning and experience in relation to the FN:SPRN, programme outcomes and the students' intended scope of practice upon readmission. (SFNME R2.8, R2.11; SRtPP R1.6)

Condition two: Confirm how applicants to the programme will be assessed on entry to have capability to develop numeracy skills and digital and technological literacy to meet the programme outcomes. (SRtPP R1.2.3, R1.2.6)

Condition five: Disaggregate the NMC revalidation standards from the SRtPP (NMC, 2019). (SFNME R2.3; SRtPP R2.1, R2.11)

**Practice learning:**

Condition three: Provide an implementation plan introducing the electronic RtP PAD to practice supervisors and practice assessors supporting RtP students. (SFNME R4.4; SRtPP R4.1)

	<p><b>Assessment, fitness for practice and award:</b></p> <p>Condition four: Revise the module specifications to ensure that both modules are successfully completed prior to recommendation to re-register with the NMC. (SFNME R2.1; SRtPP R2.1)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition six: Revise the module approval form (MAF) to ensure that no spelling mistakes, revised reading list and section 26 is amended. (University condition)</p> <p>Condition seven: Ensure that operational discussions are held with the AU quality assurance team to ensure that information is corrected and that any regulation is updated, for example the handbook is revised. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>6 January 2023</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider increasing the level of diversity and representation of society within the service user group. (SFNME R2.1, R2.6; SRtPP R2.1) (University and NMC recommendation)</p> <p>Recommendation two: Consider undertaking a scoping exercise to understand and grow the number of practice assessors available to RtP students. (SSSA 1.4; SRtPP R4.1)</p> <p>Recommendation three: Consider strengthening the support for students in updating their digital and technology skills. (SRtPP R1.7) (University and NMC recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Suitability of first placement allocations for first year pre-registration nursing students.</p> <p>Preparation of PLPs for RtP students.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

The university has met the conditions set out by the panel at the approval visit.

The programme team have provided a robust recognition of prior learning (RPL) process for determining and evidencing RtP students' prior learning and experience. Condition one is now met.

The programme team presented a clear process to determine applicants' numeracy and digital and technological literacy during the admission process. Condition two is now met.

An implementation plan for the use of the electronic PAD for RtP has been produced. Condition three is now met.

The programme team have provided evidence of a regulation that requires both modules to be passed to register with the NMC, and this is also clear in the module specifications. Condition four is now met.

The documentation presented clearly reflects the RtP programme standards and requirements and not revalidation standards. Condition five is now met.

The approval panel chair has confirmed that the two university conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	16 January 2023

**Section three**

<b>NMC Programme standards</b>
Please refer to NMC standards reference points <a href="#">Standards for return to practice programmes</a> (NMC, 2019) <a href="#">Return to practice standards</a> (NMC, 2019) <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018) <a href="#">Standards for competence for registered midwives</a> (NMC, 2009)

### NMC Programme standards

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)  
[Standards of proficiency for nursing associates](#) (NMC, 2018)  
[Standards of proficiency for specialist community public health nurses](#) (NMC, 2004)  
[Standards for specialist education and practice](#) (NMC, 2001)  
[Standards framework for nursing and midwifery education](#) (NMC, 2018)  
[Standards for student supervision and assessment](#) (NMC, 2018)  
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)  
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)  
[QA Handbook](#) (NMC, 2020)

### Partnerships

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

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

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

**Standard 1: The learning culture:**

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

**Standard 2: Educational governance and quality:**

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

**Standard 3: Student empowerment:**



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

**Standard 4: Educators and assessors:**

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

The programme has been developed in response to the HEIW tender for nurse education at AU, and the requirement to offer a programme enabling experienced nurses to RtP. Documentary evidence and discussion at the approval visit with the programme team, PLPs, students and SUCs demonstrate effective partnership working with all stakeholders. The PLPs and service users spoke about their contribution to curriculum development meetings for the RtP programme. AU has engaged with the three partner health boards in a series of curriculum consultation events, with key themes emerging for discussion and informing development of the programme.

Partnership working is robust and effective at strategic levels for the delivery of the RtP programme. There are clear processes in place for managing the organisation and quality of practice placements, via three monthly placement learning partnership committees. AU work closely with local health boards and have joint risk escalation processes. Ongoing partnership will include curriculum delivery, recruitment and selection and partnership meetings.

The All Wales approach to the SSSA is used and PLPs report that all areas are engaged with practice assessor and practice supervisor preparation. The local practice educator facilitator network provides training and individual support to practice assessors and practice supervisors. Link lecturers are allocated to each practice area and support students and PLPs. Students and PLPs tell us they're effectively supported in practice by link lecturers.

PLPs tell us that there are some local shortages of practice assessors, especially in areas with high numbers of agency staff. There is work to prepare agency staff under the SSSA, and PLPs report from local progress on this. A recommendation is made in relation to the number of practice assessors. (Recommendation two)

The programme will be adopting the approved Welsh PAD and ORA for RtP, based on the SRtPP (NMC, 2019). This will be in an electronic format. Students and PLPs tell us that whilst they welcome the electronic PAD for pre-registration nursing, they need more training on this to use it effectively. The programme team tell us that they are reviewing the information technology (IT) support following student feedback from the start of the pre-registration nursing programme.

We found that SUC input to programmes is respected and service users tell us that their views are listened to. AU have a service user public engagement strategy, and a network of SUCs from both the local and more rural areas. The programme team tell us that they used surveys, focus groups and community events to find out the needs of the local area, and ensure that students on the RtP programme are able to meet local healthcare needs. SUCs tell us that they have been involved in interviewing students on the pre-registration nursing programme and have completed equality and diversity training. They tell us that they haven't been involved in teaching yet, but there are plans for this. We found that SUCs are very enthusiastic about their role with AU and feel well supported. The programme team tell us that SUCs will be involved in selection and recruitment, curriculum delivery including scenario-based learning sessions and professional meetings or forum representation for the RtP programme. The group of SUCs seen are predominately retired health professionals and a recommendation is made to consider increasing the level of diversity and representation of society within the SUC group. (Recommendation one)

The programme team tell us that there will be one academic assessor for the group of five predicted students, who will also be the personal tutor. They will liaise and collaborate with the practice assessor at assessment points during the programme and provide individual support and guidance on the programme requirements.

Students will have opportunities for formative feedback on their developing numeracy skills via safeMedicate. Formative feedback opportunities will also be provided during personal tutor academic supervision and individual tutorials via verbal feedback in addition to written formative feedback. The programme theory element will be evaluated with an online module evaluation and the All Wales evaluation tool will be used for practice.

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:**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

MET  NOT MET

N/A

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

R1.1 confirm on entry to the programme that students 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  
YES  NO
- R1.2.3 have capability to update numeracy skills required to meet programme outcomes  
YES  NO

R1.2.3 is not met. Applicants are required to have previous evidence of a mathematics general certificate of secondary education grade C or above, or equivalent, to enter the programme but this does not have to be a recent qualification. There is no assessment of current capability to update numeracy skills. (Condition two)

R1.2.4 can demonstrate they meet NMC [English language requirements](#)  
YES  NO

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

R1.2.6 is not met. The programme team require applicants to download the application form and complete this electronically, with a declaration that they have completed the electronic version of the application themselves. There is no assessment of capability for digital and technological literacy to meet programme outcomes. (Condition two)

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 evaluative summary 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

MET  NOT MET

R1.6 is not met. The application process requires applicants to list experience or practice hours within the timeframe of NMC revalidation, to reduce the number of practice hours required from 450. There is no wider consideration of prior learning and experience in relation to the FN:SPRN and programme outcomes, or the applicant's scope of practice upon readmission. (Condition one)

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

MET  NOT MET

R1.7 is met. Documentary evidence and discussion at the approval visit confirm that there is extensive support for students to develop numeracy skills during the programme. This is through taught sessions and access to safeMedicate. The programme team are increasing the level of induction support to pre-registration nursing students on digital and technological skills, following feedback from the first cohort, and will apply this to RtP. (Recommendation three)

There is extensive university IT support and timetabled study skills input to enable students to meet the programme outcomes.

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

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for return to practice programmes will be met through the transfer of existing students onto the proposed programme.**

Students are not transferring to 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.**

Students are not transferring to the SSSA.

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

YES  NO

The process for determining and evidencing RtP students prior learning and experience is not in line with the SRtPP or SFNME. (Condition one)

### Outcome

**Is the standard met?**

**MET**  **NOT MET**

The process for determining and evidencing RtP students' prior learning and experience is not in line with the SRtPP or SFNME.

Condition one: The programme team must demonstrate a robust process for determining and evidencing RtP students' prior learning and experience in relation to the FN:SPRN, programme outcomes and the students' intended scope of practice upon readmission. (SFNME R2.8, R2.11; SRtPP R1.6)

The admission process does not assess capability to develop numeracy and digital and technological literacy to meet the programme outcomes.

Condition two: Confirm how applicants to the programme will be assessed on entry to have capability to develop numeracy skills and digital and technological literacy to meet the programme outcomes (SRtPP R1.2.3, R1.2.6)

**Date:** 21 November 2022

### Post event review

#### Identify how the condition(s) is met

Condition one: The programme team have provided a robust RPL process for determining and evidencing RtP students' prior learning and experience. Applicants complete both clinical hours evidence and proficiency evidence as part of the RPL process.

Condition one is now met.

Evidence:

AU RtP RPL process, undated

AU regulations for RtP, adult nursing, undated

Condition two: The programme team presented a clear process to determine applicants' numeracy and digital and technological literacy during the admission process. Applicants will undertake an electronic numeracy assessment during the student selection event.

Condition two is now met.

Evidence:

AU RtP drug calculation activity and answers 2023, undated



AU RtP proposed interview questions, undated  
AU RtP direct entry application form 2022, undated  
AU RtP scoring matrix, undated  
AU RtP: student selection event, undated

**Date condition(s) met:** 16 January 2023

**Revised outcome after condition(s) met:** MET  NOT 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

R2.1 is not met. The programme documentation does not reflect the SRtPP and states that to be eligible to register with the NMC 450 hours of practice must be achieved, in line with revalidation standards. In addition, the timescale and text about RPL refer to NMC revalidation processes. A condition is therefore applied to ensure that the programme reflects the SRtPP and not NMC revalidation. (Condition five)

The RtP programme is delivered through two modules, theory and practice. There are no regulations in place to ensure that both must be passed for a student to be recommended to the NMC for re-registration, and no overall programme specification or other documentation provided where such a regulation would be documented. (Condition four)

The programme team tell us that SUCs will be involved in selection and recruitment, curriculum delivery including scenario-based learning sessions and professional meetings or forum representation for the RtP programme. The group of SUCs seen are predominately retired health professionals and a recommendation is made to consider increasing the level of diversity and representation of society within the SUC group. (Recommendation one)

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

The programme does not enable midwives to RtP.

Specialist community and public health nurses (SCPHNs)

	YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
The programme does not enable SCPHNs to RtP.			
Nursing associates	YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
The programme does not enable nursing associates to RtP.			
<b>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.</b>			
R2.4 design and deliver a programme that supports students to return to their intended area of practice	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>		
R2.4 is met. Programme documentation confirms that the programme consists of two modules, one theory and one practice, that have been designed to enable students to return to adult nursing. The programme learning outcomes reflect and are mapped to the FN:SPRN (NMC, 2018). The programme team and PLPs confirm at the visit that placements include relevant field specific experiences. This provides the RtP nursing students with opportunities to meet the practice proficiencies required in the nursing PAD.			
<b>Evidence provides assurance that the following requirements are met:</b>			
R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>		
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>		
R2.6.2 midwives to be readmitted to, or remain on, the register as midwives	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>		
The AEI is not seeking approval of this route.			
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>		

The AEI is not seeking approval of this route.

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

YES  NO  N/A

The AEI is not seeking approval of this route.

**Provide an evaluative summary 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  N/A

R2.7 is met. The module descriptor demonstrates that the programme content is  
appropriate for the adult field of nursing practice and will enable students to meet  
the FN:SPRN. The nursing PAD ensures that proficiencies, relationship  
management skills and nursing procedures are met in placement learning  
appropriate to the field of 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. We found that the programme learning outcomes are mapped to the  
FN:SPRN. Documentary evidence and the approval visit confirm that the  
programme is designed around general and professional content necessary for  
nurses to return to, or remain on, the register. Content that supports students to do  
this is evident in the timetable. Students are allocated to a personal academic  
tutor, who is also their academic assessor, and will support individual learning  
needs and facilitate their development to meet the programme outcomes and  
FN:SPRN.

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

MET  NOT MET  N/A

The AEI is not seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

MET  NOT MET  N/A

The AEI is not seeking approval of this route.

Nursing associates

MET  NOT MET  N/A

The AEI is not seeking approval of this route.

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. Programme documentation and discussion at the approval visit show where safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme timetable.

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

MET  NOT MET

R2.10 is met. Programme documentation and discussion at the approval visit confirm that the programme will be delivered using a blended learning approach. There will be a combination of self-directed, online and face-to-face teaching. These will incorporate a variety of traditional, interactive, electronic and scenario-based simulation learning opportunities on both a large- and small-scale basis with other professional programme students. Students will be able to attend some sessions virtually via the university's online learning platforms.

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

MET  NOT MET

R2.11 is not met. Documentation, including the mock programme webpage, confirms that the programme proposed will include 450 hours of practice to meet NMC criteria for practice hours for readmission. These hours are part of NMC revalidation requirements and are separate to the requirements for RtP programmes. No rationale is given for the programme length to support the programme outcomes. (Condition five)

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

YES  NO

The RtP programme is delivered through two modules, theory and practice. There are no regulations in place to ensure that both must be passed for a student to be recommended to the NMC for re-registration and no overall programme specification or other documentation provided where such a regulation would be documented. (Condition four)

The programme documentation does not reflect the SRtPP and states that to be eligible to register with the NMC 450 hours of practice must be achieved, in line with revalidation standards. In addition, the timescale and text about RPL refer to NMC revalidation processes. A condition is therefore applied to ensure that the programme reflects the SRtPP and not NMC revalidation. (Condition five)

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 RtP programme is delivered through two modules, theory and practice. There are no regulations in place to ensure that both must be passed for a student to be recommended to the NMC for re-registration and no overall programme specification or other documentation provided where such a regulation would be documented.

Condition four: Revise the module specifications to ensure that both modules are successfully completing prior to recommendation to re-register with the NMC. (SFNME R2.1; SRtPP R2.1)

The programme documentation does not reflect the SRtPP and states that to be eligible to register with the NMC 450 hours of practice must be achieved, in line with revalidation standards. In addition, the timescale and text about RPL refer to NMC revalidation processes. A condition is therefore applied to ensure that the programme reflects the SRtPP and not NMC revalidation.

Condition five: Disaggregate the NMC revalidation standards from the SRtPP. (SFNME R2.3; SRtPP R2.1, R2.11)

**Date:** 21 November 2022

### Post event review

**Identify how the condition(s) is met:**

Condition four: The programme team have provided evidence of a regulation that requires both modules to be passed to register with the NMC. This is clear in the

module specifications, and the programme team tell us this will be on the university webpage once the programme is approved by the NMC.

Condition four is now met.

Evidence:

AU MAF NU30020, December 2022

AU MAF NU30140, December 2022

AU regulations for RtP, adult nursing, undated

Condition five: The documentation presented clearly reflects the RtP programme standards and requirements and not revalidation standards. The NMC hours required for revalidation is not mentioned in documentation.

Condition five is now met.

Evidence:

AU MAF NU30020, December 2022

AU MAF NU30140, December 2022

AU RtP adult nursing and practice learning opportunities student handbook, undated

**Date condition(s):** 16 January 2023

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

### Standard 3: Practice learning

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

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

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 evaluative summary 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. Discussion at the approval visit assures us that students will be provided with a range of practice learning opportunities on the programme. Students will use a 'hub and spoke' approach to practice learning, and close partnership working between the programme team and PLPs will enable monitoring of placement experiences. Local practice learning opportunities have been mapped, and practice education facilitators will work closely with the programme team to ensure that students obtain the range of experience required.

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. All communication and relationship management skills and nursing procedures are mapped to the nursing PAD. These are summatively assessed in practice. Practice experiences have been mapped to the FN:SPRN and the programme team and PLPs will work collaboratively to ensure these are all met in practice.

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. Discussion at the approval visit confirms that students will experience practice learning experiences in different clinical practice settings.

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. Documentation demonstrates that learning content is delivered using blended learning approaches, with synchronous and asynchronous teaching. The timetable includes simulation for clinical skills to ensure students are ready for practice and are competent in annexe B procedures (FN:SPRN).



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  
MET  NOT MET

R3.5 is met. Programme documentation and discussion at the approval visit assures us that students' individual needs are considered with regards to practice learning. There are clear procedures for reasonable adjustments in both the university and practice setting.

**Evidence provides assurance that the following requirements are met:**  
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: 21 November 2022

**Post event review**

Identify how the condition(s) is met:  
N/A

Date condition(s):  
N/A

Revised outcome after condition(s) met: MET  NOT 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 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 evaluative summary 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. The programme documentation, including the All Wales approach to the SSSA and the RtP PAD, clearly articulate the role and responsibilities of the practice supervisor, practice assessor and academic assessor in providing support and supervision that complies with the SFNME. Discussion at the approval visit assures us that there is close partnership working between the programme team and PLPs in relation to practice learning. The programme will be adopting the approved Welsh PAD and ORA for RtP, based on the SRtPP (NMC, 2019). This will be in an electronic format. Students and PLPs tell us that whilst they welcome the electronic PAD for pre-registration nursing, they need more training on this to use it effectively. The programme team are required to provide an implementation plan introducing the electronic RtP PAD to practice supervisor and practice assessors supporting RtP students. (Condition three)

The programme team tell us that they are reviewing the IT support following student feedback from the start of the pre-registration nursing programme.

Programme documentary evidence and discussion at the approval visit confirm that there are processes in place to ensure the quality of the practice learning

environment and ensure the supernumerary status of students. Students are allocated to academic assessors with appropriate experience to their field of practice, with academic assessors working closely with practice assessors during the programme. Students are provided with reasonable adjustments in both the theoretical and practice element of the programme. The programme team liaise with the PLP to ensure that reasonable adjustments are applied in the practice setting. PLPs confirm that there are appropriate mechanisms in place to respond to concerns regarding student performance in practice and that they're supported by AU in this. PLPs told us that there are some local shortages of practice assessors, especially in areas with high numbers of agency staff. There is work to prepare agency staff under the SSSA, and PLPs report local progress on this. A recommendation is made in relation to the number of practice assessors. (Recommendation two)

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 met. The programme documentation, including the All Wales approach to the SSSA and the RtP PAD, clearly articulate the role and responsibilities of the practice supervisor, practice assessor and academic assessor in providing support and supervision that complies with the SSSA. The All Wales Once for Wales approach includes a practice audit document, and the programme team and PLPs confirm that all student placement areas are audited. The programme team manage compliance of the SSSA through close working with practice education facilitators, education liaison nurses or care home education facilitators, who maintain registers or databases of practice assessors and practice supervisors. The programme team tell us they will allocate an academic assessor from the team involved in the nursing and RtP programme, ensuring that the academic assessor is aware of programme requirements and individual student needs. Each practice area has a link lecturer who supports students and PLPs as required and deals with any issues raised in practice. Students tell us of effective support in practice.

**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 evaluative summary 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. Students receive formative feedback through safeMedicate, personal tutor academic supervision and through formative assessments in the PAD.

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. There's a continuous assessment strategy for the achievement of proficiencies in practice, with the PAD mapped to the FN:SPRN. The PAD details the proficiencies, relationship and management skills and nursing procedural skills to be achieved to pass the programme and be readmitted to the register. The module learning outcomes must be met in order for the student to pass the programme and be readmitted to, or remain on, the register.

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

**MET**  **NOT MET**

R4.6 is met. All communication and relationship management skills and procedures are mapped to the nursing RtP PAD. These skills and procedures are also included in the programme content.

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. Programme documentation confirms that students are summatively assessed in both theory and practice. The PAD requires practice assessors to confirm that the FN:SPRN have been met in practice.

**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**

**Provide an evaluative summary 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. The PAD includes confirmation by practice assessors and academic assessors that students are capable of safe practice and have met all the required

FN:SPRN. The academic assessor also confirms good health and character with the NMC following completion of the programme.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

PLPs are new to the electronic PAD and require more training and support to be able to use it effectively. (Condition three)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

Practice assessors and practice supervisors tell us that they need more training and support to be able to effectively use the electronic PAD.

Condition three: Provide an implementation plan introducing the electronic RtP PAD to practice supervisors and practice assessors supporting RtP students. (SFNME R4.4; SRtPP R4.1)

**Date:** 21 November 2022

### Post event review

**Identify how the condition(s) is met:**

Condition three: An implementation plan for the use of the electronic PAD for RtP has been produced. Information regarding the RtP programme will be included in all practice supervisor/practice assessor update sessions, and there will be additional support via Microsoft Teams for allocated practice assessors to RtP students.

Condition three is now met.

Evidence:

Hywel Dda University Health Board scoping of practice supervisors and practice assessors for AU RtP students, undated

AU practice supervisor and practice assessor and RtP update dates for 2023, undated

**Date condition(s) met:** 16 January 2023

**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.
- R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

**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  
**YES**  **NO**  **N/A**

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**  **N/A**

The AEI is not seeking approval for this route.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.  
**YES**  **NO**

R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.  
**YES**  **NO**

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met  
**YES**  **NO**

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 November 2022	
<b>Post event review</b>	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Module descriptors <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) <b>Please indicate</b> which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook: <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>



SCPHN Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
PAD linked to competence outcomes, and mapped against <a href="#">Standards for return to practice programmes</a> (NMC, 2019) for each route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead: Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There is no programme specification as these are standalone modules.		
The AEI is not seeking approval for midwifery, SCPHN or nursing associate routes.		
List additional documentation:		
AU MAF NU30020 December 2022		

AU MAF NU30140 December 2022  
 AU RtP adult nursing and practice learning opportunities student handbook, undated  
 AU RtP RPL process, undated  
 AU RtP drug calculation activity and answers 2023, undated  
 AU RtP proposed interview questions, undated  
 Hywel Dda University Health Board scoping of practice supervisor and practice assessor for AU RtP students, undated  
 AU practice supervisor and practice assessor and RtP update dates for 2023, undated  
 AU regulations for RtP, adult nursing, undated  
 AU RtP implementation plan for the RtP practice assessors, undated  
 AU RtP direct entry application form 2022, undated  
 AU RtP scoring matrix, undated  
 AU RtP: student selection event, undated

Additional comments:  
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Five BSc Nursing (adult) students, September 2022 cohort		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: AU is an approved AEI, a resource check is not required.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

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

### **Issue record**

#### **Final Report**

Author(s):	Joanna Dunn	Date:	29 November 2022
Checked by:	Pamela Page	Date:	2 December 2022
Submitted by:	Amy Young	Date:	1 February 2023
Approved by:	Leeann Greer	Date:	3 February 2023