

Programme approval visit report

Section one

Programme provider name:	Swansea University
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Hywel Dda University Health Board Powys Teaching Health Board Swansea Bay University Health Board Cwm Taff University Health Board Ludlow Street Healthcare Awel Y Mor Nursing Home Neuadd Drymmau Hengoed Court Plas Bridell Manor Ridgeway Nursing Home Fieldbay Group, Tan yr Allt Lodge, Tan yr Allt House Nursing Home HM Prison Services, Swansea Prison Heart of Wales Care Ltd, Three Cliffs Care Home Ty Hafan Hospice Cardiff and Vale University Health Board</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult), BSc (Hons) Nursing part-time (adult), MSc Nursing Pre-registration (Adult) Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Nursing (Mental Health), BSc (Hons) Nursing part-time (Mental Health), MSc Nursing Pre-registration (Mental Health) Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	

Programme: Pre-registration nursing - Child
Title of programme: BSc (Hons) Nursing (Child), BSc (Hons) Nursing part-time
(Child), MSc Nursing Pre-registration (Child)
Programme start date: 7 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Date of approval

5 February 2020

QA visitor(s):

Registrant Visitor: David Mudd
Lay Visitor: Jane Suppiah

Section two

Summary of review and findings

Swansea University (SU) is an established approved education institution (AEI) with campuses in Swansea and Carmarthen.

The college of human and health sciences (the college) has submitted documentation to support the approval of a three-year full-time and a four-year part-time undergraduate pre-registration BSc (Hons) nursing programme in adult, child and mental health fields of nursing practice and a two-year full-time pre-registration MSc programme in adult, child and mental health fields of nursing.

SU has collaborated with AEIs and practice learning partners (PLPs) throughout Wales to develop the all Wales practice assessment document (PAD) and ongoing achievement record (OAR). The college will adopt the all Wales PAD and OAR and related mapping and guidance documents which will facilitate the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) across the proposed programme. The SSSA are detailed and mapped in programme documentation.

Senior representatives from diverse PLPs who work in partnership with SU attended the approval event. There's documentary evidence PLPs contribute to the design and development of the programme. There's evidence of robust and effective partnership working between the AEI and key stakeholders.

Cardiff and Vale university health board and Hywel Dda university health board have received health inspectorate Wales (HIW) reports as immediate improvement needed.

SU in partnership with PLPs confirm any issues which arise from HIW or care inspectorate Wales (CIW) quality reviews which impact on practice learning environments and are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. The programme team and PLPs confirm they work collaboratively to develop action plans to mitigate risks to the student placement learning environment in the event of adverse HIW or CIW reporting.

The programme is mapped against the Standards for pre-registration nursing programmes (NMC, 2018) (SPRNP) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The programme meets the SSSA (NMC, 2018). The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to one NMC condition. Visitors made one recommendation.

Updated 9 March 2020

Evidence is provided of changes required to meet the NMC condition. The condition is met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: Condition one: Produce a strategy that details the resourcing and a plan for preparation of the academic assessor role. (SFNME R4.1; SSSA R10.3; SPRNP R4.2)</p> <p>Education governance: management and quality assurance: None identified</p>
Date condition(s) to be met:	6 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider a more formalised approach to further developing inter-professional learning opportunities for students. (SFNME R1.13)

**Focused areas for future
monitoring:**

Development and resourcing of the academic
assessor role.
Transition to the SSSA.
Inter-professional learning opportunities.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Revised copies of the programme documentation provide evidence that the changes required to meet the NMC condition are made.</p> <p>Assurance is provided there is a strategy detailing resourcing and a plan for preparation of the academic assessor role. (Condition one)</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	The report is amended to reflect the grade for general certificate of secondary education and using safeMedicate to assess drug calculations.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	6 March 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found effective working relationships between SU, PLPs, service users/carers and students; documentary evidence and discussion at the approval visit confirms their involvement in programme development and delivery.

PLPs, students and service users/carers tell us they take part in curriculum development groups, including the all Wales pre-registration nursing and midwifery steering group.

There's a joint approach to recruiting to the programme and management of its delivery involving all stakeholders. All stakeholders tell us they're prepared for recruitment and selection processes. Students tell us they experience a robust values-based recruitment and selection process.

There is a well-established service user and carer engagement strategy with an identified service user and carer co-ordinator at SU. Service users/carers are involved in curriculum delivery and student assessment. They play an active role in governance structures of the programme. They take part in face-to-face teaching with students. They participate in role play situations, simulation suite activities and objective structured clinical examinations (OSCEs) and their perspective of the student's performance is included into the feedback students receive. The practice assessment document (PAD) facilitates the involvement of service users and carers in providing feedback for students. Service users/carers tell us that they feel listened to and treated as equal partners.

PLPs and students confirm inter-professional learning opportunities in practice are available. We found the college facilitates inter-professional opportunities with students from other healthcare programmes across SU. The programme team are advised to consider a more formalised approach to further developing inter-professional learning opportunities for students. (Recommendation one) (SFNME R1.13)

Students provide feedback on modules and practice learning environments. Students tell us changes to the programme are made as a result of their feedback. Students are aware of SU and PLPs processes for reporting and escalating

concerns and the actions taken.

Fitness to practise concerns about a student are effectively managed in partnership between SU and PLPs. Practice learning experiences are structured using a hub and spoke model and students have practice experiences across all of the fields of nursing practice and across the lifespan.

We found a partnership approach to programme development and delivery. There's documentation detailing roles and responsibilities of SU, PLPs, academic assessors, academic mentors (a key point of contact providing academic and pastoral support), practice assessors, practice supervisors and students. This includes the ways they will work in partnership.

Documentary evidence and confirmation at the approval visit confirms sufficient appropriately qualified practice assessors and practice supervisors to provide support for supervision and assessment of skills and proficiencies in practice settings for all SU nursing students. SU and PLPs are adopting the once for Wales 2020 training programme, a robust strategy preparing and developing practice supervisors, practice assessors. A record of attendance at practice assessor workshops is kept and shared with SU and PLPs. PLPs demonstrate a comprehensive understanding of these roles and how these role and responsibilities will be undertaken. We're told practice assessors and practice supervisors are released from their workplace to attend workshops for updates and training.

The programme team tell us there are link lecturers employed by SU who engage with and provide support to practice assessors, practice supervisors and students in practice learning environments. Documentary evidence confirms this. We are assured from documentary evidence and discussion at the visit, there are effective channels of communication between SU, PLPs and students based at both SU campuses.

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

Met

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p>

Student journey through the programme
Standard 1. Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children’s nursing</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p>

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

Yes

Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7)

Yes

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

Yes

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

Yes

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

Yes

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R1.5 is met. SU has an established recognition of prior learning (RPL) policy that meets NMC requirements for RPL. Mapping documentation confirms RPL is capable of being mapped to the programme outcomes at all levels. Documentary evidence and confirmation at the approval visit demonstrate RPL is used for up to 50 percent of the programme. This is compliant with Article 31(3) of Directive 2005/36/EC.

There's a SU guide to RPL for each route of the programme which details roles and responsibilities of those involved in RPL decision making process. Information on RPL is available for prospective students. There's a RPL portfolio of evidence requirement for entry to the programme.

For BSc (Hons) part-time route RPL applicants must include evidence of achieving 300 hours of theoretical learning and 300 hours relevant clinical practice (within two years of applying for the programme), through employment in a health care support worker (HCSW) role.

For the MSc route applicants RPL must include evidence of undertaking 700 clinical hours, achieved within two years of the application and verified by a registered healthcare professional. Certificated prior learning of 450 theory hours is considered.

Applicants submit a portfolio of evidence which is assessed by the admissions team and RPL panel. This is then scrutinised by the external examiner before presentation to an examination board prior to applicants commencing the programme.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)

Met

R1.6 is met. Mapping documentation containing programme outcomes confirms RPL is capable of being mapped to the Standards of proficiency for registered nurses. Registered nurses can apply for more than 50 percent of the programme

to be credited through submission of an RPL portfolio. RPL claims are assessed on an individual basis.

Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Met

R1.7 is met. There is documentary evidence of mapping of numeracy, literacy, digital and technological literacy with the Standards of proficiency for registered nurses, programme learning outcomes and programme modules.

SU is using the all Wales PAD and OAR. The PAD and OAR include requirements for students to demonstrate development in numeracy, literacy, digital and technological literacy. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR.

Numeracy, literacy, digital and technological literacy are mapped to programme learning outcomes and module descriptors. Applicants to the BSc (Hons) routes are required to demonstrate evidence of literacy and numeracy skills through SUs entry criteria for nursing degree programmes and this includes general certificate of secondary education (GCSEs) at level two (grades four or C) in maths and English or Welsh.

Applicants to the MSc routes are required to have achieved an honours degree at classification two:two or above. Capacity for digital and technological literacy is considered through submitting an application online and online disclosure and barring service (DBS) application.

Students based at both SU campuses access a virtual learning environment (VLE). There are a range of online resources for students to engage with including formative and summative digital, numeracy and literacy assessments.

Study skills related to numeracy, literacy, digital and technological literacy are integrated throughout the programme. All students have an introduction in the induction period to the VLE, including online study skills modules and safeMedicate (an online learning and assessment platform for numeracy and drug calculations). Students tell us they are supported in theory and practice learning

environments in relation to their development of proficiencies in numeracy, literacy, digital and technological literacy.

SU has extensive support services for students who require additional support with numeracy and literacy including using the VLE and communication technologies. The module advancing nursing practice, common to all BSc routes includes a medication calculation assessment with a pass mark of 100 percent.

MSc route students undertake a calculation of medicines exam via safe Medicate with a pass mark of 100 percent.

Evidence provides assurance that the following QA approval criteria are met:

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

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

Met

Final year students undertaking the current programme will continue on this programme until its completion. Current year one, year two students and students who are on interrupted studies will transfer to practice supervision and practice assessment under the SSSA but not to the 2018 programme standards. Practice supervisors and practice assessors confirm processes are in place to ensure sufficient support for students during the transition to the SSSA.

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

Met

There's documentary evidence that 50 percent RPL for registered nurses can be mapped to the Standards of proficiency for registered nurses and programme outcomes.

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

Yes

Outcome

Is the standard met?

Met

Date: *12 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 design and deliver a programme that supports students and provides

exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes

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

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

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. There's documentary evidence and signed service level agreements detailing the ways SU and their PLPs work in partnership to support students in theory and practice to achieve experience and programme outcomes across all four fields of nursing practice. Module descriptors detail the ways the programme supports students in theory and practice across the four fields of nursing practice.

There are allocated practice learning plans to provide students with a range of practice placement experiences across the lifespan. Placement allocation is undertaken by the college's placements and employability team who have

processes in place to ensure all students have practice learning experiences suitable to achieve the required proficiencies across the lifespan and four fields of practice. There's a hub and spoke model of practice learning experience for field specific and cross field practice learning. Students and PLPs confirm achieving a sufficient range of practice placement opportunities through this model. Students tell us they're supported in theory and practice to experience all four fields of nursing practice.

Documentary evidence confirms and the programme team tell us college academic staff at both SU campuses have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

Suitably qualified external examiners for all routes in the programme are identified.

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

Met

R2.5 is met. The programme and modules comprise a range of field specific and generic outcomes. These allow students to enter the register in one specific field of practice. There's documentary evidence that a combination of field specific and generic learning outcomes and content are included in module descriptors. The programme includes field specific practice learning outcomes and experiences. Modules are delivered in exact sequencing on both SU campuses. Simulation sessions are undertaken by all SU students on both campuses at identical times.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

Yes

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

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

Met

R2.8 is met. There's evidence of mapping in the programme design ensuring field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. There's evidence these are applied via module delivery. There is evidence these subjects are applied to field specific content. This content is assessed in practice in the PAD. Students confirm their learning in these subjects.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 is met. The programme structures demonstrate an equal balance of theory and practice learning. There's evidence NMC requirements are met and a minimum of 2300 hours theory and 2300 hours practice learning. The BSc full-time routes comprise a total of 4725 hours with 2362.5 hours of theoretical learning and 2362.5 hours of practice based learning. The BSc part-time routes comprise a total of 4650 hours with 2325 hours of theoretical learning and 2325 hours of practice-based learning. The minimum of 2300 hours practice based learning is confirmed in the PAD.

In the MSc programme there is a total of 4270 programme hours with 2370 theory hours and 2350 practice learning hours.

Documentary evidence details the student journey through academic study and

practice learning and there's a programme planner for each route. These demonstrate how designated programme hours are achieved.

There's evidence of teaching and learning strategies used in the programme, including lectures, simulation activity, group work, on-line learning packages, quizzes and reflection on practice-based learning.

Teaching, learning and assessment strategies, module content, programme structure and timetabling are detailed in student facing documentation. Students confirm they are informed of practice placement details by the college's placements and employability team. All modules in the programmes include appropriate academic level aims, learning outcomes and module content.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

Yes

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

Yes

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

Yes

Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

No

The programme is for single field.

Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing

proficiencies and outcomes will be achieved in a nursing context (R2.14)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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

Met

R3.1 is met. Placement mapping documents confirm students will be able to experience diverse practice learning opportunities across all age groups and in all fields of nursing practice. These are sufficient to allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care. PLPs confirm their ability to deliver the range of learning opportunities needed and students tell us they're supported to achieve field specific and cross field practice learning.

There's a process and guide for students to raise and escalate concerns in practice environments. Students tell us they're aware of SU and PLP processes for reporting and escalating concerns and actions taken if they do escalate issues.

Fitness to practise concerns about students are managed in partnership between the college and PLPs and these are jointly investigated. This is confirmed by SU and PLPs at the approval visit.

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

Met

R3.2 is met. Documentary evidence and findings from the approval process confirm there are systems in place to assess, monitor and evaluate the quality of practice learning environments and student experiences.

Documentary analysis and discussions with the programme team, PLPs and students confirm hub and spoke practice placement allocation ensures students are allocated to a variety of practice learning experiences in all fields of nursing practice and to meet the holistic needs of people of all ages.

There's a strategy for auditing practice placements using the all Wales educational audit. There's evidence of consistent and objective criteria for the approval of practice placements. This includes scrutinising processes for ensuring the availability of suitably qualified practice supervisors and practice assessors. SU in partnership with PLPs confirm any issues which arise from HIW or CIW quality reviews which impact on practice learning environments are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students and practice assessors. Evidence from educational audits are used to determine suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to escalated concerns, student feedback, HIW and CIW reports, if required. They report to the NMC in the annual self-assessment report and

through exceptional reporting.

Documentary evidence and feedback from students, the programme team and PLPs confirms students access a range of academic and practice learning staff who work in partnership to support students' learning across settings.

Students say they provide feedback and evaluations on their academic and practice learning experiences. Students tell us they feedback via student listening forums, a student nurse education partnership where students share experiences and each cohort has an identified student representative. They give examples of changes to their programme resulting from this.

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

Met

R3.3 is met. The programme team, PLPs, practice supervisors and practice assessors understand requirements for students to develop skills in communication and relationship management. Module content and the PAD is mapped to annexe A and annexe B of the Standards of proficiency for registered nurses. Documentary evidence shows practice learning environments allow students opportunity to develop and meet communication and relationship management skills and nursing procedures throughout the programme, as set out in the Standards of proficiency for registered nurses. Students confirm this. Communication and relationship management skills are assessed for all fields of nursing practice in the PAD.

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

Met

R3.4 is met. There's documentary evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. The programme team tell us of their plans to use simulation to enhance the student learning experience. The programme team, students and service users tell us about simulation-based learning and simulation facilities available to students at both campuses.

Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us there's a range of technologically advanced manikins used to support student learning and simulation experiences using academic staff and service users in role play. There's an established VLE which provides students with an online platform to support their learning which includes educational resources, activities and assessments linked to each of the modules in the programme. There is a single online platform common to and shared by all SU nursing students on each of the SU campuses. Students tell us technology enhanced learning is available to them in practice learning settings and this is effective in supporting their learning including using digital patient care planning systems. Students confirm they are prepared to use these technologies during programme induction, theory-based learning and induction periods prior to practice learning.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

Met

R3.5 is met. There's a student support policy and guide which includes the duty requirement to make reasonable adjustments for students with disabilities. The programme team, PLPs, practice supervisors, practice assessors and students tell us they are aware of process for making reasonable adjustments, in academic and practice learning settings, for students with disabilities and difficult personal or social circumstances. There is a student wellbeing and support service on both SU campuses providing help and advice, including advice to students with disabilities and additional learning needs. The PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs.

Evidence provides assurance that the following QA approval criteria are met

Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

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

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and

midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse responsible

for directing the education programme

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

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. There's documentary evidence the programme team, in partnership with PLPs, will ensure student support, supervision, learning and assessment complies with the SFNME.

There's evidence of intended partnership working, joint working arrangements and sharing good practice via the placement support process which includes practice supervisor and practice assessor preparation workshops. There's a SU policy and process for reporting and escalating concerns by students. Students tell us that they are encouraged to be open and honest and raise any concerns when they are in practice. Procedures to identify causes for concern, investigate complaints and to take action are explicit in SU policies and in partnership agreements. Students, practice assessors and practice supervisors tell us they know the process for reporting and escalating concerns.

The college has a fitness to practice policy and process that clearly referenced in student facing documentation.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Not Met

R4.2 is not met. Documentary evidence and discussion at the approval visit confirms there is extensive consultation and collaboration between SU and PLPs to meet the SSSA. There's a structured plan in place to implement the SSSA for the programme. Information about the SSSA is clear in programme handbook and practice learning guide to the PAD. Practice assessors and practice supervisors tell us they understand their role and the role preparation process. Practice assessors and practice supervisors confirmed that they are currently being prepared for their role in supporting and assessing SU students by recorded attendance at preparation workshops managed jointly by SU and PLPs. There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals.

Practice supervisors and practice assessors tell us they are unclear about the academic assessor role and how this will enable them to work in partnership to support students in theory and practice to achieve experience and programme outcomes across all four fields of nursing practice. The programme team tell us

preparation for the role of academic assessor is started. We are told the college is preparing a business case for recruiting additional academic staff to help resource the academic assessor role and has identified existing staff who can fill the academic assessor role. There is, however, a lack of detailed plans for resourcing and preparation of the SU academic assessor role. (Condition one) (SFNME R4.1; SSSA R10.3; SPRNP R4.2)

The PAD records student practice learning, assessment and progress throughout the programme. Practice assessors record their decisions on student assessment, progress and proficiency. The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The PAD provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

Yes

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

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

Met

R4.4 is met. We find programme documents, the learning and teaching strategy and module descriptors include details of formative and summative assessment methods. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessments inform the summative assessment process. PLPs, practice assessors and practice supervisors tell us they understand the practice assessment process and their role in implementing the PAD and OAR. Students are required to receive feedback from service users during their practice learning placements. The PAD contains a service user/carer feedback element and this is used for students to receive feedback from service users whose care they have participated in. Students can receive service user verbal feedback which is

recorded by students in their written reflections and by practice assessors on feedback forms included in the PAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the PAD.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

Met

R4.5 is met. There's documentary evidence of mapping to the Standards of proficiency for registered nurses and to meet programme outcomes including skills and procedures in annexes A and B for each field of nursing practice. Programme and module outcomes are evidenced. SU policy and guide to allocating student nurse practice learning opportunities gives an overview of practice learning allocations for each specific field and provides assurance students will experience an appropriate range of care settings for their field of nursing practice. The college's placements and employability team implement these arrangements for students to be able to achieve required proficiencies, practice experience and programme outcomes.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

Yes

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

Yes

There is an assessment strategy with details and weighting expressed for all

credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

Yes

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

Yes

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

Yes

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

No

There is a lack of detailed plans for the resourcing and preparation of the SU academic assessor role and how academic assessors will work in partnership with practice supervisors and practice assessors.

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

No

There is a lack of detailed plans for the resourcing and preparation of the SU academic assessor role and how academic assessors will work in partnership with practice supervisors and practice assessors.

Outcome

Is the standard met?

Not Met

There is a lack of detailed plans for the resourcing and preparation of the SU academic assessor role and how academic assessors will work in partnership with practice supervisors and practice assessors.

Condition one: Produce a strategy that details the resourcing and a plan for preparation of the academic assessor role. (SFNME R4.1; SSSA R10.3; SPRNP R4.2)

Date: 12 February 2020

Post Event Review

Identify how the condition is met:

Condition one: SU has produced documentary evidence of a strategy that details the resourcing and a plan for preparation of the academic assessor role.

Condition one is met.

Evidence: SU strategy for the resourcing and preparation of academic assessor role, March 2020

Date condition(s) met: 6 March 2020

Revised outcome after condition(s) met:

Met

The standard is met. Assurance is provided that SFNME R4.1; SSSA R10.3; SPRNP R4.2 are met.

Standard 5. Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Evidence provides assurance that the following QA approval criteria are met

The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

Yes

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

Yes

Fall Back Award

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

N/A

There is no fall back award with eligibility for registration as a nurse in this programme.

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

Yes

Outcome

Is the standard met?

Met

Date: 12 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: College disability coordinators document, April 2019 Once for Wales 2020 all Wales nursing and midwifery education NMC (2018),	

standards for education and training, 2019
SafeMedicate curriculum, undated
SU code of practice for external examiners, undated
SU occupational health pre-placement questionnaire, undated
SU policy and guide to allocation of student nurse practice learning opportunities, undated

Post visit evidence:

SU strategy for the resourcing and preparation of academic assessor role, March 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Combination of BSc (Hons) nursing students from Swansea and Carmarthen campuses. Six x year one adult nursing Four x year two adult nursing Four x year three adult nursing Two x year one mental health nursing Two x year two mental health nursing Three x year three mental health nursing Two x year three children's nursing	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No

Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
<p>System Regulator Reports List</p> <p>Reports from healthcare inspectorate Wales (HIW)</p> <p>Cardiff and Vale University Health Board, 29 March 2018</p> <p>Cwm Taff University Health Board, 19 February 2018</p> <p>Healthcare Management Trust Group, Swansea, 17 September 2018</p> <p>Hywel Dda University Health Board, 26 March 2018</p> <p>Powys Teaching Health Board, 31 January 2018</p> <p>Swansea Bay University Health Board, 30 May 2018</p> <p>Reports from care inspectorate Wales (CIW)</p> <p>FieldBay Group Ltd, 11 October 2019</p> <p>Heart of Wales Care Ltd; 9 October 2019</p>	
If you stated no above, please provide the reason and mitigation	
SU is an established AEI with facilities meeting NMC requirements.	
Additional comments:	

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Issue record

Final Report

Author	David Mudd Jane Suppiah	Date	9 February 2020
Checked by	Monica Murphy	Date	29 March 2020
Submitted by	Lucy Percival	Date	1 April 2020
Approved by	Leeann Greer	Date	6 April 2020