

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of South Wales</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Princess of Wales Hospital (A&E) Nevill Hall Hospital (A&E) Royal Gwent Hospital (Accident and Emergency) Royal Glamorgan Hospital (A&E) University Hospital Wales Royal Glamorgan Hospital (Admissions Unit - Acute Mental Health) Princess of Wales Hospital (Ward 5) Assertive Outreach Team (Caerphilly) Assertive Outreach Team (Talygarn) St Cadocs Hospital - Adferiad Ward Princess of Wales Hospital (Ward 21/Coity Clinic) Maindiff Court (Assertive Outreach Team) Ysbyty Ystrad Fawr (Ty Cyfannol) Royal Glamorgan Hospital (Crisis Team) Royal Glamorgan Hospital (Seren Ward) Royal Glamorgan Hospital (St Davids Unit) Royal Glamorgan Hospital (Ward 21) Royal Glamorgan Hospital (Ward 22) CMHT Bridgend North (Older Person) Chepstow Hospital St Arvans Ward/Caerwent Ward Brecon Memorial Hospital and Llandrindod Hospital (Day Surgical Unit) Hafod y Wennol Pinetree Court Assessment and Treatment Unit, Carmarthen Intensive Support Team Tonteg Hospital, Tonteg Child and Family Centre (CAMHS) Royal Glamorgan Hospital Royal Glamorgan Hospital (Cardiac Monitoring Unit) Princess of Wales Hospital (Cardiac Cath Lab) Nevill Hall Hospital (Cardiac Care Unit) Nevill Hall Hospital (Critical Rehabilitation) Nevill Hall Hospital (Ward 4/2, Crickhowell) Princess of Wales Hospital (Ward 4) Brocastle Manor Care Home Llandough Hospital Maesteg Hospital</p>

	<p>Princess of Wales Hospital (Care of the Elderly Medicine) Nevill Hall Hospital (Ward 4/3, Gwent) Royal Gwent Hospital (B3) Royal Gwent Hospital (C4 East) Capel Grange Nursing Home Panteg Care Home Picton Court Summerhill Nursing Home Ty Gwynno Care Home Ty Hafod Care Home Ty Penrhos Princess of Wales Hospital (Ward 20) Ysbyty Aneurin Bevan (Ebbw Ward) Anwen Care Home Ysbyty Ystrad Fawr (Oakdale Ward 2:1) Royal Glamorgan Hospital (Ward 15) Ysbyty Cwm Cynon (Ward 2) Ystradgynlais Hospital (Adeline Patti Ward) Ystradgynlais Hospital (Tawe Ward) Brecon Memorial Hospital (Y Bannau) Cwmgelli Lodge Martha Trust Llangewydd Junior School Lamb House Llanfrechfa Grange (1 Mitchell Close) Llanfrechfa Grange (Intensive Community Intervent) Ty Garth Newydd Ty Bryn Bryn Afon Chaplaincy Aneurin Bevan University Health Board St Cadocs Hospital - CAMHS (Ty Bryn/Pollards Wells) Princess of Wales Hospital (Ty Llidiard CAMHS) Barnardo's Valleys Family Support Service Oncology, Teenage Cancer Trust, Heath Hospital Prince Charles Hospital (Emergency Department) Lakeview Centre Abersychan Group Practice Vale Community Resource Centre @HomeService Ysbyty Cwm Cynon (Child and Adolescent Centre) Community Support Team (Hywel Dda HB) -</p>
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	<p>Transition Nurse Mirus Children Community Nursing (Aberbargoed) Children Community Nursing (Abergavenny) Children Community Nursing (Blaenau Gwent) Children Community Nursing (Caerphilly) Children Community Nursing (Newport) Children Community Nursing (Risca) School Nursing (Brecon) Children Community Nursing (Cardiff and Vale UHB) Children Community Nursing (Cwm Taff) Children Community Nursing (Merthyr Tydfil) Children Community Nursing (North Powys) Children Community Nursing (South Powys) Children Community Nursing (Abertawe Bro Morgannwg UHB) Community Drugs and Alcohol Team, Bridgend and Neath Port Talbot Abbeyfield Community Resources Team Newport Community Resource Team Blaenau Gwent Community Resource Team Caerphilly Community Resource Team Chepstow Community Resource Team Torfaen Dewi Sant Hospital (District Nurses) District Nurse (Ashgrove and Ynysyawl Surgery) Ferndale Community Health Centre Garth View Surgery Oaklands Surgery Pontnewydd Medical Centre Primary Care Nursing (Cwm Taff LHB) Talbot Green Health Clinic Treharris Primary Care Centre Ysbyty Cwm Cynon (Community Nursing) Ysbyty George Thomas (District Nurses) Community Resource Team Trem y Mor Brynawel House St Peter's Hospital Overmonnow Primary School County Hospital (Phoenix Ward) Complex Care Team St Cadocs Hospital - Crisis Resolution/Home Team Ysbyty Ystrad Fawr (Crisis Resolution Team) Princess of Wales Hospital (Day Surgery) Specialist Dementia Intervention Team</p>
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	<p>Princess of Wales Hospital (Dermatology) St Woolas Hospital - Dermatology Dermatology Nurse Specialist, Cwm Taf UHB Children's Diabetes Team District Nurse (Welshpool) District Nurse (Bridgend East) District Nurse (Blaenau Gwent) District Nurse (Caerphilly) District Nurse (Monmouthshire) District Nurse (Newport) District Nurse (Torfaen) District Nurse (Brecon/Ty Henry Vaughan Health Centre) District Nurse (Builth Wells) District Nurse (Crickhowell) District Nurse (Haygarth/Talgarth) District Nurse (Llandrindod Wells/Rhayder) District Nurse (Llanfair Caerinion) District Nurse (Ystradgynlais) District Nurse (Cowbridge) District Nurse (Hirwaun) District Nurse (Kier Hardie Health Park) District Nurse (Merthyr Tydfil Team based at Kier Hardie Health Park) District Nurse (Pontcae Surgery based at Kier Hardie Health Park) Crickhowell Community Practice Maindiff Court (EMI Day Care/North Monmouthshire Memory Service) Ysbyty Tri Chwm (Cedar Park Ward/Willows Unit) Ysbyty Tri Chwm (Memory Assessment Service) Ysbyty Ystrad Fawr (Memory Assessment Unit) County Hospital (Ty Siriol Clinic, Rhos Mair Memory Clinic) St Cadocs Hospital - Memory Assessment Service St Woolas Hospital - Sycamore Ward Ysbyty George Thomas (Lewis Merthyr Day Unit) Brecon Memorial Hospital (Crug Ward) Princess of Wales Hospital (Ward 15/Coity Clinic) Royal Glamorgan Hospital (Enhanced Care Unit) Ysbyty Ystrad Fawr Royal Glamorgan Hospital (Ward 2) Royal Gwent Hospital (D5 West) Paediatric Enteral Feeding Team Children's Epilepsy Nurse Specialist</p>
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	<p>St Cadocs Hospital - Bellevue Ward St Teilo's House (Female Unit) Forensic Psychiatry Service, Aneurin Bevan Health Board Llanarth Court Hospital (Awen Ward) Llanarth Court Hospital (Treowen Ward) Aderyn Llanarth Court Hospital (Iddon Ward) Llanarth Court Hospital (Howell Ward) Maindiff Court (Ty Skirrid) Royal Glamorgan Hospital (Endoscopy Unit) Princess of Wales Hospital (Ward 7) Royal Glamorgan Hospital (Ward 1) Cwm Gwyrdd Medical Centre Royal Gwent Hospital (B7 East/West) Prince Charles Hospital (Ward 8) Royal Glamorgan Hospital (Ward 8) Nevill Hall Hospital (Ward 2/4, Raglan) Royal Glamorgan Hospital (HDU and ICU) Health Visitor (Bridgend Flying Start) Health Visitor (Bridgend) Health Visitor (Blaenau Gwent) Health Visitor (Caerphilly) Health Visitor (Cwmbran) Health Visitor (Monmouthshire) Health Visitor (Newport) Health Visitor (Brecon) Health Visitor (Ystradgynlais) Health Visitor (Cynon Valley Flying Start) Health Visitor (Lower Cynon Valley Generic) Health Visitor (Lower Rhondda Generic) Health Visitor (Lower Taff Ely Generic) Health Visitor (Merthyr Tydfil Flying Start) Health Visitor (Merthyr Tydfil Generic) Health Visitor (Pontypridd Area Generic) Health Visitor (Rhondda Flying Start) Health Visitor (Taff Ely Flying Start) Health Visitor (Upper Cynon Valley Generic) Health Visitor (Upper Rhondda Generic) Health Visitor (Upper Taff Ely Generic) Monnow Vale (Trefynwy Suite) Princess of Wales Hospital (ICU) Nevill Hall Hospital (Critical Care, ICU/HDU) Royal Gwent Hospital (Critical Care Unit) Paediatric Critical Care Unit, Heath Hospital Prince Charles Hospital (ITU) Dan y Bont</p>
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	<p>Dan y Deri Facing the Challenge Lletty Newydd Llwyneryr (Treatment and Assessment Unit) Community Support Team (Abergavenny and Chepstow) Bridgend College Bridgend Day Service Caerphilly People First Care Management Group Llanarth Court Hospital (Osbern Ward) Pontypridd College RCT Learning Curve Y Bont Rowan House Specialist Behaviour Team - Swansea Swansea Afon Llanfrechfa Grange Ty Lafant Unit (Assessment and Treatment) Twyn Glas Ashbury House, Consensus Augusta House Bert Denning Centre Craegmoor Priory Hospital Community Support Team (Swansea) Community Support Team (Blaenau Gwent) Community Support Team (Caerphilly) Community Support Team (Newport) Community Support Team (Torfaen) New Horizons Day Centre Community Support Team (Powys Adult) Community Support Team (Powys Child) Community Support Team (Barry and Vale) Community Support Team (Cardiff East and West) Community Support Team (RCT East) Community Support Team (RCT West) Community Support Team (Carmarthen) Community Support Team (Llanelli) Community Support Team (Bridgend) Community Support Team (Neath Port Talbot) Liaison Team Learning Disability Abertawe Bro Morgannwg UHB Cartefi Cymru (Bridgend and Trealaw) Cwm Calon Touch Trust Vision 21</p>
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	<p>Liaison Team Learning Disability Aneurin Bevan UHB St Cadocs Hospital - Ty Bryn Community Support Team (Ceredigion and Aberaeron) Community Support Team (Pembrokeshire) Positive Behaviour Intervention Service (Pembrokeshire) Ty Cwm Rhondda Cefn Carnau Llanarth Court Hospital (Teilo Ward) St Cadocs Hospital - Pillmawr Ward Prince Charles Hospital (Max Fax) Royal Glamorgan Hospital (Maxillofacial Unit) Royal Gwent Hospital (D3 East) Royal Glamorgan Hospital (Ambulatory Care/Day Emergency Unit) Royal Gwent Hospital (D1 West MAU) Royal Gwent Hospital (B6 North) Knighton Hospital Llandrindod Wells Hospital (Claerwen Ward) Royal Gwent Hospital (C5 East) Ysbyty Cwm Cynon (Ward 4) County Hospital (Usk Ward) Nevill Hall Hospital (Ward 3/1, Glan Ebbw) Nevill Hall Hospital (Ward 4/1, Monnow) Nevill Hall Hospital (Ward 4/4, Llanellen) Royal Gwent Hospital (C4 West) Royal Gwent Hospital (C6 West) Royal Gwent Hospital (D3 West CCU) Royal Gwent Hospital (D4 East) Royal Gwent Hospital (Integrated Sexual Health Services/The Cordell Centre) Ysbyty Ystrad Fawr (Bedwas Ward 1:1) Ysbyty Ystrad Fawr (Penallta Ward 3:2) Ysbyty Ystrad Fawr (Risca Ward) Prince Charles Hospital (Ward 10) Prince Charles Hospital (Ward 11) Prince Charles Hospital (Ward 2 & CCU) Prince Charles Hospital (Ward 9) Royal Glamorgan Hospital (Acute Medical Unit) Royal Glamorgan Hospital (Medical Day Unit) Royal Glamorgan Hospital (Ward 12) Royal Glamorgan Hospital (Ward 14) Royal Glamorgan Hospital (Ward 19) Royal Glamorgan Hospital (Ward 20) St Woolas Hospital - Ruperra Ward</p>
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	<p>Royal Gwent Hospital (D4 West) Glanrhyd Hospital (Caswell Clinic) Glanrhyd Hospital (Taith Newydd, Cedar Ward) Glanrhyd Hospital (Taith Newydd, Rowan Ward) Princess of Wales Hospital (Crisis Home Treatment Team) County Hospital (Talygarn Crisis Team Home Treatment Team) County Hospital (Talygarn Ward) Primary Care Mental Health Support (Monmouthshire) Primary Care Mental Health Support (Risca) Plasgeller Nursing Home Ty Gwyn Princess of Wales Hospital (Ward 14/Coity Clinic) St Davids Hospital (CAMHS) Maindiff Court (Specialist Eating Disorders) St Cadocs Hospital - PICU (Beechwood) Ysbyty Aneurin Bevan (Carn-y-Cefn) Cwm Taf Mental Health Liason Team Day Hospital, Kier Hardie Health Park Pinewood House Primary Care Mental Health Support (Cwmstaff) Prince Charles Hospital Crisis Resolution Team Ysbyty Cwm Cynon (Community Drug and Alcohol Team) Bronllys Hospital (Felindre AMI Unit) CMHT Bridgend North CMHT Hwyl Dda (Lower Monmouthshire) CMHT Llanvair (South Monmouthshire) CMHT Newport CMHT North Caerphilly CMHT North Gwent Specialist Substance Misuse Service CMHT North Monmouthshire CMHT South Caerphilly CMHT Talygarn Unit CMHT Ty Siriol CMHT Ysbyty Tri Chwm Primary Care Mental Health Support (Newport) Primary Care Mental Health Support (Torfaen) Gwent Early Intervention Service Ysbyty Aneurin Bevan (Primary Care Mental Health Team) CMHT Merthyr Tydfil CMHT Taff Ely/Rhondda CMHT Ysbyty Cwm Cynon</p>
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	<p>CMHT Bridgend South (Older Person) Heatherwood Court Gwent Substance Misuse Service Ysbyty Ystrad Fawr (Minor Injuries) Ysbyty Cwm Cynon (Minor Injury Unit) Princess of Wales Hospital (Bridgend Clinic) Tywyn Primary School Aneurin Bevan UHB Neonatal (Neonatal Unit) Prince Charles Hospital (Neonatal Unit - SCBU) Duffryn Ffrwd Manor Nursing Home Glanbury Nursing Home RCT Occupational Health and Wellbeing Unit Prince Charles Hospital (Ward 35/Trecynon) Ysbyty Cwm Cynon (Ward 7) Glanrhyd Hospital (Angelton Clinic, Ward 2) Glanrhyd Hospital (Angelton Clinic, Ward 3) County Hospital (Hafen Deg) Monnow Vale Day Services St Cadocs Hospital - Wentwood Suite Ysbyty Ystrad Fawr (Ty Glas/Annwylfan) Royal Gwent Hospital (Ophthalmology Unit) St Woolas Hospital - Gwanwyn Ward St Woolas Hospital - Orthopaedic Surgical Unit Princess of Wales Hospital (OPD) Prince Charles Hospital (Outpatients) Royal Glamorgan Hospital (Outpatients) Ysbyty Cwm Cynon (Outpatients) Ysbyty Cwm Rhondda (Outpatients) Princess of Wales Hospital (Childrens Ward) Nevill Hall Hospital (Ward 2/3, Nantyglo) Royal Gwent Hospital (Childrens Assessment Unit) Royal Gwent Hospital (D6 Paeds) Royal Gwent Hospital (D7 West) Royal Gwent Hospital (Neonatal Unit) Prince Charles Hospital (Ward 31/Paediatrics) Prince Charles Hospital (Ward 32/Paediatrics) Royal Glamorgan Hospital (Ward 17/18) Specialist Paediatric Nursing Team Cwm Taf North Specialist Paediatric Nursing Team Cwm Taf South Holme Towers Marie Curie Hospice St Davids Hospice Ty Hafan Princess of Wales Hospital (Y Bwythyn Newydd) Y Bwthyn - Pontypridd</p>
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	<p>Ysbyty Cwm Cynon (Ward 6, Ynysdawel) Nantgarw Medical Centre Egwysbach Medical Practice Morlais Medical Centre Old School Surgery Practice Nurse (Ashgrove Surgery) Taffs Wells Medical Centre HMP Parc Prison HMP Usk/Prescoed HMP Cardiff Prison Greenhill Manor Care Home Sense Cymru Community Support Team (Merthyr Tydfil) Assertive Outreach Team (Newport) Nevill Hall Hospital (RAID, Psychiatric Liaison Team) Princess of Wales Hospital (PICU) Royal Glamorgan Hospital (PICU) Nevill Hall Hospital (Radiology) Princess of Wales Hospital (Radiology) Gellinudd Recovery Centre St Woolas Hospital - Penhow Ward Ysbyty Ystrad Fawr (Bargoed Ward 2:2) Ysbyty Cwm Rhondda (Ward A1) Ysbyty Cwm Rhondda (Ward B2) Ysbyty Cwm Rhondda (Ward C3) Welshpool Hospital (Maldwyn Ward) Brecon Memorial Hospital (Epynt Ward) Princess of Wales Hospital (Pendre Day Hospital) Ysbyty Aneurin Bevan (Sirhowy Ward) Ysbyty Aneurin Bevan (Tyleri Ward) Ysbyty George Thomas (Supported Recovery Unit) Cefn Yr Afon Fresenius Medical Care Renal Service B Braun, Cardiff Renal Unit B Braun, Newport Renal Unit BBraun Llantrisant Action for Children Royal Gwent Hospital (C6 East) Prince Charles Hospital (Ward 12) Barry Hospital/Cadaxton Clinic Llanedeyrn Health Centre Dewi Sant Hospital (Sexual Health Unit/CASH) Princess of Wales Hospital (Neonatal Unit) Royal Gwent Hospital (SCBU)</p>
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	<p>Llwyn Crwn Primary School Crownbridge Special School Pen y Cwm Special School Caerau Primary School Llangynwyd Primary School Park Lane School Ysgol Crug Glas Ysgol Hen Felin Ysgol Maes-y-Coed Ysgol Ty Coch Trinity Fields Special School Ysgol Maes Ebbw Special School Ysgol Pen Maes Craig y Parc Special School Princess of Wales Hospital (Childrens Specialist Nurses) Ysbyty Cwm Cynon (Ward 1) Ysbyty Cwm Rhondda (Ward D4) Prince Charles Hospital (Day Surgery/Theatre/Recovery) Prince Charles Hospital (Endoscopy) Royal Glamorgan Hospital (Day Surgery/Ward 5) Ysbyty Ystrad Fawr (Rhymney Ward 2:3) County Hospital (Rowan Ward) Nevill Hall Hospital (Ward 3/3, Duffryn) Nevill Hall Hospital (Ward 3/4, Tretower) Royal Gwent Hospital (C7 West) Royal Gwent Hospital (D2 East) Royal Gwent Hospital (D5 East) Royal Gwent Hospital (D7 East) Nuffield Health. Cardiff and Vale Hospitals Ysbyty Ystrad Fawr (Theatres) Royal Glamorgan Hospital (Ward 7) Ysbyty Cwm Cynon (Ward 3) Royal Gwent Hospital (D2 West) Nevill Hall Hospital (Llanwenarth Suite/Day Surgery/Endoscopy) Nevill Hall Hospital (Main Theatres/Recovery) Royal Gwent Hospital (Theatre and Day Surgery) Princess of Wales Hospital (Theatre and Ophthalmic Day Surgery) University Hospital Wales, Children's Theatres Royal Glamorgan Hospital (Theatres) St Woolas Hospital - Theatres Nevill Hall Hospital (Ward 1/2, Gilwern) Nevill Hall Hospital (Ward 3/2, Usk) Royal Gwent Hospital (C5 West)</p>
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	<p>Royal Gwent Hospital (C7 East) Princess of Wales Hospital (Ward 10) Prince Charles Hospital (Ward 3) Prince Charles Hospital (Ward 4) Prince Charles Hospital (Ward 5 and 6) Royal Glamorgan Hospital (Ward 3)</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing Adult, PG Dip Nursing Adult Programme start date: 21 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, PG Dip Nursing Mental Health Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Learning Disabilities Title of programme: BSc (Hons) Nursing Learning Disabilities, PG Dip Nursing Learning Disabilities Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Child Title of programme: BSc (Hons) Nursing Child, PG Dip Nursing Child Programme start date: 21 September 2020</p> <p>Academic level(s):</p>	

England, Wales, Northern Ireland:
Level 6
Level 7

Date of approval

3 December 2019

QA visitor(s):

Registrant Visitor: Kudzai Mafuba

Lay Visitor: Terence Williams

Section two

Summary of review and findings

The school of care sciences at the University of South Wales (USW) was approved to deliver a pre-registration BSc (Hons) nursing practice programme (adult, children's, mental health, and learning disabilities fields) in 2012. There are strong links with local boards and other practice partners.

This proposal is to deliver a three-year full-time and four and half year part-time BSc (Hons) nursing practice (adult, mental health, child, learning disabilities fields of nursing), a two-year full-time and three-year part-time post graduate (PG) Diploma (PG Dip) nursing (adult, mental health, child, learning disabilities) programme.

The school of care sciences, and their practice learning partners (PLPs) and other stakeholders have provided a strong rationale that the proposed programme develops nurses who are able to take leadership roles in developing and delivering high quality nursing care and meet the NMC 2018 future nurse standards of proficiency for registered nurses.

Healthcare education at USW, including the pre-registration nursing programme, is delivered on one university site. Practice placements are spread across a wide geographical area including Swansea, Cardiff and Powys.

The programme was recommended for approval subject to one university condition.

The Standards Framework for nursing and midwifery education (SFNME) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

Updated 31 January 2020

Revised programme specification documents and module specification documents are provided. Separate PG Dip and BSc (Hons) programme specifications are provided. The AEI's (approved education institution) academic registry office confirm this condition is met. Condition one 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: None identified</p> <p>Education governance: management and quality assurance: Condition one: The programme team to update the validation documentation in light of the discussions of the day. (University condition)</p>
Date condition(s) to be met:	31 January 2020
Recommendations to enhance the programme delivery:	Recommendation one: The panel recommended that the programme team reviews the assessment scheduling for different cohorts, to ensure time frames are transparent to students. (University recommendation)
Focused areas for future monitoring:	<p>Implementation of recognition of prior learning (RPL) of practice for PG Dip students.</p> <p>Implementation of SSSA for students remaining on the NMC (2010) pre-registration standards programme.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions: Evidence is provided confirming the university condition is met. The condition is met. The programme is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution Yes</p>
Summary of observations made, if applicable	USW intends to have two deliveries of the RN programme in each academic year.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	31 January 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>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

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

There is documentary evidence demonstrating USW, PLPs and service users collaborate in developing the programme. Students confirm they're informed and consulted about the proposed programme.

We find a number of processes indicating that support, oversight, governance and quality assurance processes for the programme to ensure effective learning are in place. There are written partnership agreements in place between the AEI and PLPs that meet requirements of the SFNME. Documentation demonstrates the AEI and PLPs provide adequate support to practice supervisors, practice assessors, and academic assessors by facilitating preparation for their roles and providing sufficient time for them to support and give feedback to students constructively. Practice and academic staff confirm this.

Student evaluations for theory and practice learning are presented and discussed at the pre-registration and post-registration programme board meetings, which include PLP representation. PLPs tell us that students evaluate their practice learning experiences. The AEI and PLPs tell us that there are joint effective mechanisms for discussing outcomes of student evaluations.

We find service users and PLPs currently participate in recruitment and teaching on the current pre-registration nursing programme. PLPs say they're part of the all Wales practice learning group. Service users say they are involved in curriculum development, delivery and evaluation. Service users say they receive equality and diversity training.

Documentation demonstrates the AEI has processes in place to facilitate student empowerment. There is feedback reporting processes in place at all levels of the AEI. There are processes to ensure timely feedback is given to students.

There're student feedback and reporting mechanisms include module, yearly programme, and end of programme evaluations. The student voice is encouraged at regular monthly meetings with the AEI, and the all Wales practice-learning group. This group monitors and aims to improve provision across the school and the student voice is central to this. There are mechanisms for obtaining student, practice learning colleague and service user and carer feedback. Students, PLPs and service users confirm this.

Each practice-learning environment has a nominated person for allocation of the practice supervisors and practice assessors. The AEI allocates academic assessors.

There are opportunities for students to have interprofessional learning in both theory and practice. Students say they're involved in interprofessional learning through simulation-based learning and in practice. Students say they receive support, receive timely feedback and know when their assessments are due for submission. Students say USW gives them excellent mechanisms for reflecting on their practice, which is particularly useful in identifying their strengths and weaknesses.

The all Wales role requirements document explain the roles of practice supervisors, practice assessors and academic assessors.

PLPs tell us that the Pep-net internet-based placements system provide advance information of students attending their placements. PLPs tell us that they maintain registers for practice assessors. Details of practice supervisors are captured through the all Wales placement audit process, and the revalidation process. PLPs tell us that the information on Pep-net clearly show the intake, stage, and practice supervision and assessment requirements of each student.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Met

Student journey through the programme

Standard 1. Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the

NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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. Documentation shows that the maximum allowance for consideration of RPL is 50 percent. There are detailed RPL mapping tools for both theory and practice learning.

The programme is designed in three distinct parts for all routes. RPL is accepted for part one of the PAD only for all fields for none registered nurses. Applicants for all routes are required to provide evidence in a portfolio that they have completed 787.5 hours of theory learning and 787.5 hours of supervised practice learning relevant to their intended field of practice.

The assessment and confirmation of RPL show that applicants are required to demonstrate they have met all part one theory learning outcomes, relationship and communication skills, and nursing procedures. The programme team tell us that applicants are required to identify how their previous experience can be mapped to part (year) one of the programme. The programme team tell us the academic staff support applicants in the development of the portfolio of evidence.

Assessment of the evidence of theory learning is undertaken by the academic assessor, and evidence of practice learning is undertaken by a nominated practice assessor in collaboration with an allocated academic assessor.

Applicants for RPL for the adult are required to demonstrate that their prior practice experience for which they seek RPL meet the requirements of part one of the all Wales PAD, which complies with Article 31(3) of Directive 2005/36/EC. Portfolios are reviewed by the external examiner.

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. Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL includes the requirements of Directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning is assessed against the all Wales PAD. Documentation explains that assessment of

evidence of RPL for both practice and theoretical learning is collaborative between a nominated practice assessor, academic assessor and the programme leader. The external examiner reviews applications for RPL.

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

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

Met

R1.7 is met. The assessment strategy demonstrates that students have a number of formative and summative assessments, which facilitate their development in numeracy, literacy, digital and technological literacy. Students confirm that they are required to pass 'safemedicate' at 100 percent. They also tell us that numeracy calculations relating to medicines management are completed as part of each practice module. Students tell us that they are given opportunities and supported to develop their numeracy skills in both theory and practice.

The PAD requires students to demonstrate numeracy, literacy, digital and technological skills to meet the needs of people in their care to ensure safe and effective nursing practice. The PAD also require students to demonstrate proficiency and accuracy when calculating dosages of prescribed medicines, use and manage a range of digital technologies to access, input, share and apply information and data within teams and between agencies, and keep complete, clear, accurate and timely electronic records.

Students tell us that they have opportunities to develop digital and information technology skills through undertaking online research activities. They also tell us that they have a taught session on information technology. Students tell us those there are additional optional workshops for students needing additional support with their work. Students tell us that there is online support for part-time students.

USW has a study skills department, which provides extra support with numeracy to students. This can be accessed face-to-face or online. Written assignments; presentations, and the development of resources and posters require students to demonstrate continuous development of literacy and digital and technological literacy skills. The disability and dyslexia support service provides additional support with numeracy, literacy, digital and technological literacy to students with

additional learning needs.

Students feel supported in both theory and practice learning. Students tell us that they are given module timetables in advance. Students tell us that USW academics operate an open-door policy for academic and personal support. Students tell us that lecturers are proactive and responsive to student needs and that link lecturers are visible in practice areas. Students tell us that they are given opportunities to submit a diagnostic essay, which is not graded, to support them to develop literacy and writing skills. Students tell us that the AEI has a mentoring service for students.

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

The transition arrangements for current students are detailed in the transition document presented in gateway two, within the BSc (Hons) Nursing validation document, and amended NMC (2010) pre-registration nursing standards programme practice assessment documents.

USW does not intend to transfer students studying the programmes in accordance with the NMC (2010) Standards for pre-registration nursing to the new NMC (2018) Standards of proficiency for registered nurses.

Current students are transferring to the SSSA and are required to meet requirements of the NMC (2010) generic and field specific competencies, progression point criteria, and essential skills clusters. The amended PADs clearly articulate the SSSA process.

The PAD demonstrates how due regard for the practice assessor and academic assessor is documented. Current students confirm awareness of transition arrangements. All students present are aware of the roles of practice supervisor, practice assessor, and academic assessor.

PLPs tell us that training in preparation for transition to SSSA involves practice assessment documentation for both the NMC (2010) pre-registration nursing programme, and the NMC (2018) future nurse standards 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

Met

Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL include the requirements of Directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning is assessed against the all Wales PAD. Documentation explains that assessment of evidence of RPL for both practice and theoretical learning is collaborative between a nominated practice assessor, academic assessor and the programme leader. An external examiner reviews applications for RPL.

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: 3 December 2019

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, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. We found that all modules are mapped to NMC proficiencies. Relationship and communication skills and nursing procedures are mapped to the all Wales PAD. All modules are shared between all the four fields on both the BSc (Hons) and PG Dip Nursing routes. We found that module teams have representatives from the four fields of practice, which enhances the students' learning related to caring for people in all four fields of nursing practice. Documentation shows that practitioner and service users and carers are involved in the delivery of the modules to facilitate students' learning and understanding of the needs of patient groups across the four fields of practice. Documentation illustrates that the practice learning experiences provide students with the opportunity to participate in the delivery of person-centred care to clients from all fields of practice.

The presenting team tells us that all modules are integrated, with core themes applied to fields of practice in field specific breakout sessions. We are told that core principles of nursing are taught to all fields in mixed groups and applied to specific fields. Students tell us that they learn in both mixed and field specific teaching groups. Students tell us that they have field specific learning opportunities in practice.

We are told by the programme team that students have opportunities to participate in the Erasmus programme in part (year) two of the programme. In addition, the programme team tell us that the USW has funds to support students to travel abroad as volunteers. Students confirm that they are aware of opportunities to study abroad.

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 validation documents, programme specifications and course handbooks identify routes for all the four fields, content and the assessment strategy to enable students on successful completion of the programme to apply for entry onto the NMC register as an adult, child, learning disabilities, and mental health nurse. Theory and practice modules learning outcomes address core and field specific content which students are required to apply to their intended field of practice. Students confirm that they are adequately prepared for registration with the NMC as an adult, mental health, learning disabilities or children's nurse.

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. On the BSc (Hons) nursing route, the field specific content in relation

to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for each field of practice is delivered and assessed in two modules. Safeguarding is addressed in the promoting health and wellbeing and developing confidence modules. On the PG Dip nursing route, safeguarding is addressed in the promoting health and preventing ill health module.

On the BSc (Hons) nursing route, law is addressed in the professional, legal and ethical issues in nursing module, and students on the PG diploma nursing route, this is addressed within the developing proficiency to inform decision making in the practice environment module.

Students on the BSc (Hons) nursing route learn about consent in the professional, legal and ethical issues in nursing module, and the developing proficiency to inform decision-making in the practice environment for PG diploma nursing students. All students are assessed on safeguarding, law and consent in practice.

For BSc (Hons) nursing students, pharmacology and medicines administration and optimisation are assessed in: assessing needs and creating therapeutic opportunities; enhancing assessment and evidence-based interventions; advancing knowledge, skills and therapeutic interventions. For PG Dip nursing students, this is addressed in the assessment, evidenced-based care and evaluation, developing proficiency to inform decision making in the practice environment, advancing evidence-based knowledge, skills and therapeutic interventions, and becoming an informed proficient practitioner modules.

Students are required to demonstrate competence in the safe administration of medicines related to their intended field of practice during practice learning. Students are also required to pass an examination with 100 percent in dosage medication calculations related to their field of practice at each stage of the programme.

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. During the programme students are required to complete a minimum

of 2300 hours of theoretical learning and 2300 hours practice learning, including hours awarded through RPL. A blended learning approach using a range of learning and teaching strategies is used. Group discussions, debates, role-play, seminars, online activities, discussion forums, enquiry-based learning, and simulation are used to facilitate learning. Members of TRAC, a service user group, support students' development using simulated scenarios. The time spent in simulated learning to facilitate practice learning is in addition to the time spent in practice learning environments, the student still completes a minimum of 2300 hours of practice in partner practice learning environments.

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)

Yes

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: 3 December 2019

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, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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

Met

R3.1 is met. USW and their PLPs have a wide range of audited practice learning

environments which provide students with opportunities to experience person centred care to a diverse range of people of all ages across all fields of practice. Students on all routes have four practice learning experiences related to a student's chosen field of practice and opportunities to work with other service users from all fields of practice for each part of the programme. The all Wales audit of the practice learning environment identifies the learning opportunities within each environment and indicates where students may be able to have the opportunity to develop some of the more specific skills within annexes A and B. We are told by the programme team that there has been an all Wales approach to modelling for placement capacity. We are also told that there is ongoing investment into the placement management system ARC to build in a communication support tool.

PLPs tell us that the Pep-net internet-based placements system provide advance information of students attending their placements. PLPs tell us that they maintain registers for practice assessors. Details of practice supervisors are captured through the all Wales placement audit process, and the revalidation process. PLPs tell us that the information on Pep-net clearly show the intake, stage, and practice supervision and assessment requirements of each student. PLPs confirm that placement allocation is undertaken by USW. They tell us that this is done through the ARC placement management system which PLPs have access to. PLPs confirm that they get advance notification of students allocated to their clinical arrears. Students tell that they are informed of the placements in advance.

Allocation of practice learning experiences is undertaken by the practice learning placement allocation team of the school. The ARC placement management system is to allocate, record and monitor student placement allocations throughout the programme. All placement allocations are planned to ensure students have a variety of different learning experiences during the programme.

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. Documentation shows that all students have four practice learning experiences for each part of the programme. Documentation also shows that the variety of practice learning experiences ensure that students are able to participate in person centred care to meet the holistic needs of people of all ages.

Adult field students have practice learning experiences in community nursing teams, specialist community services, primary care services and public health, community hospitals, acute in-patient hospital experiences including medical, surgical wards, day surgery, minor injuries, out-patient services and specialist

services for example accident and emergency, intensive care, cardiac care units, medical admissions units, theatres, acute oncology services and palliative care environments. Students confirm that they have a wide range of experiences which enable them to meet the requirements of the programme.

Child students have experiences in nurseries, schools, special baby care units, acute children's hospital services, specialist children's services including neonatal and child intensive care, palliative care and child, adolescence mental health services, health visiting and community children's nursing. Students confirm that they have a wide range of experiences which enable to meet the requirements of the programme.

Learning disabilities field students have experiences in schools for students with special educational needs, services for people who have profound and multiple learning disabilities, assessment and treatment units, specialist residential services, child and adolescence mental health services, forensic services, prison health care services, accident and emergency, and community learning disability services. Students confirm that they have a wide range of experiences which enables them to meet the requirements of the programme.

Mental health field students have experiences in residential and hospital continuing care units, community mental health teams, primary care teams, adolescence mental health services, forensic services, prison health care services, intensive care services, community drug and alcohol services, mental health crisis teams, and accident and emergency. Students confirm that they have a wide range of experiences which enable to meet the requirements of the programme.

Documentation demonstrates that students have cross-field experiences during the programme. Students confirm that while they are in practice they have opportunities to care for patients from other fields of practice.

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. All communication and relationship management skills and nursing procedures are mapped to the all Wales PAD. These are summatively assessed at each progression point. The all Wales audit of the practice learning environment identifies the learning opportunities within each environment and indicates where students may be able to have the opportunity to develop 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.

The PAD identifies a small number of nursing procedural skills which may not be able to be assessed within some practice settings due to practice partner policies. The presenting team tell us that these specific skills may be developed and assessed by a practice assessor using simulation.

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. Students participate in simulated learning in the clinical simulating centre, which is a well-equipped, state-of-the-art facility, which replicates a range of practice settings. There is a dedicated team of staff comprising of registered nurses, midwives, and technical support staff who support simulated learning. Academic staff, practitioners and service users contribute to student learning through simulation.

Senior academic staff tell us that there is ongoing investment in simulation facilities in order to increase capacity. We are also told that more staff are being recruited to support simulated learning.

Service users and carers are involved in the development and delivery of simulated scenarios. In part three of the programme, students are involved in a major incident 'blue light event', delivered in collaboration with ambulance services, police and fire services. This learning activity is an example of ensuring that technology enhanced, and simulation-based learning opportunities support learning and assessment for pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC. Simulated learning time does not count as practice learning time.

Service users tell us that they are involved in teaching, for example; dementia, children with long-term conditions, children with autism and learning disabilities, communication, and simulation.

We are told by the programme team that simulated learning is based on field specific scenarios. Inter-professional learning (IPL) opportunities include a 'blue light' simulation event involving the police and paramedics. Students confirm that they engage in simulated 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. USW has a disability support policy. Students self-declare their individual needs during the Universities and Colleges Admissions Service (UCAS) application process. On enrolment, all students in all years are invited to complete a form, which asks them to inform their scheme tutor of any impairment, or illness, which they feel may be relevant to their progress on the programme. Where students require additional support, a disability adviser co-ordinates all support requirements. USW has an equality and diversity committee, which is responsible for monitoring the implementation of the disability support policy.

Students with additional needs have individual support plans which are agreed by the disability service and with the programme leader, and practice partners if reasonable adjustments are required for practice learning.

Students tell us that they are actively made aware of opportunities for reasonable adjustments to be made in both theory and practice learning environments. Students tell us that the AEI and their practice partners take personal circumstances that impact on their learning into account.

The partnership local level agreement commits USW and PLPs to make reasonable adjustments to meet additional learning needs for students who require them, and the need for any reasonable adjustments is discussed during orientation to practice.

PLPs tell us that they are made aware of students with special needs in advance. They also tell us that they actively encourage students to request for additional support if needed during the initial interview. They also tell us that preparation sessions for practice supervisors and practice assessors include understanding students with additional needs and personal circumstances.

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: 3 December 2019

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, R 3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. The student handbook, the all Wales PAD, and the programme validation documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment and comply with the NMC SFNME. There is an all Wales strategy for preparing and support practice supervisors, practice assessors and academic assessors. The partnership local level agreement articulates the partnership arrangements relating to the supporting, supervision, learning and assessment of students during practice learning. The school has quality assurance processes in place, which govern the effectiveness and provision of practice learning experiences.

Senior university staff tell us that staff development needs are identified in workloads, with 20 percent of NMC registrant staff time being set aside to ensure currency and revalidation requirements. Senior university staff tell us that staff skills are being reviewed against NMC (2018) future nurse standards.

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

Met

R4.2 is met. The student handbook, the all Wales PAD, and the programme validation documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment and comply with the NMC SSSA.

We are told by USW and PLPs that the electronic platform of the all Wales practice assessment document is being developed.

There is an all Wales strategy for preparing and support practice supervisors,

practice assessors and academic assessors. The partnership local level agreement articulates the partnership arrangements relating to the supporting, supervision, learning and assessment of students during practice learning. The partnership local level agreement provides a structure and processes for managing of practice learning support, supervision and assessment of students. In addition, the partnership local level agreement outlines the processes of monitoring and quality assurance processes for practice learning. The all Wales practice learning environment tool is used to ensure that learning opportunities and placement capacity with NMC (2018) SSSA. Each practice-learning environment has a nominated person for allocation of the practice supervisors and practice assessors. PLPs maintain registers of practice supervisors and practice assessors. USW maintain a register of academic assessors who are allocated for each part of the programme.

PLPs tell us that there is an all Wales practice development programme. PLPs tell us that the all Wales preceptorship programme incorporates preparation for practice supervision. For current staff who are not yet qualified practice supervisors, there is a half day training session. For staff who are mentors or sign-off mentors there is a three-hour preparation session to transition to practice assessors. Practice supervisors undertake a two-day training session to become practice assessors. Practice based lecturers employed by the USW support the preparation of practice supervisors and practice assessors for the private voluntary and independent (PVI) PLPs. NHS Wales representatives tell us that additional funding has been provided to facilitate staff development activities for transition to SSSA. Representatives from health boards tell us that mentors are being targeted by practice education facilitators (PEFs) for transferring to SSSA.

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. Processes in place demonstrate that students receive timely feedback for all assessments. Documentation shows that students are provided with feedback to support their development in both the theory and practice learning. Students receive written feedback and feed forward from module tutors and academic assessors for all module assessments as the student works towards the submission of each assessment. Students receive verbal feedback/feed forward on professionalism. Students tell us that they are given opportunities to submit a diagnostic essay, which is not graded, to support them to develop literacy and writing skills, and they receive written feedback on their work. Students also tell us that they receive timely feedback to summative assessments.

The all Wales practice supervisor, practice assessor and academic assessor preparation programmes and role requirements ensure that staff are prepared in giving effective feedback and feed forward to enable students to reflect on and improve their practice. The all Wales PAD outlines how feedback is provided. Students confirm that they receive timely feedback from practice supervisors and practice assessors.

The all Wales PAD provide space for service users and carers to provide feedback to students. Service users tell us that they provide feedback to students through the PAD. Students confirm that they receive timely feedback from practice supervisors, practice assessors and service users during practice learning.

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. The all Wales PAD is used to assess students. The PAD is mapped to the NMC Standards of proficiency for registered nurses and demonstrates that students meet programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing. The PAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements.

There is a continuous assessment strategy of the development towards and achievement of proficiencies, which is focused on the student's intended field of practice. The programme learning outcomes and module learning outcomes require students to demonstrate field specific application of knowledge and skills.

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

<p><u>midwifery education</u> relevant to supervision and assessment are met</p> <p>Yes</p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p> <p>Yes</p>
<p>Outcome</p>
<p>Is the standard met?</p> <p><i>Met</i></p> <p>Date: 3 December 2019</p>
<p>Post Event Review</p>
<p>Identify how the condition is met:</p>
<p>Date condition(s) met:</p> <p><i>N/A</i></p> <p>Revised outcome after condition(s) met:</p> <p><i>N/A</i></p>

<p>Standard 5. Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p>

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 NMC registration.

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: 3 December 2019

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: Post visit documents: Response to condition document, undated	

BSc (Hons) nursing validation document, undated PG Dip in nursing validation document, undated
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: BSc (Hons) Nursing, adult (full-time) (year one, two; year two, one; year three, two) BSc (Hons) nursing, adult (part-time) (part three, two) BSc (Hons) nursing, children (year one, one) BSc (Hons) nursing, learning disabilities (year one, two; year two, one) BSc (Hons) nursing, mental health (year one, two; year three, two)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation USW is an established AEI delivering NMC programmes. There is no requirement to review resources.	

Additional comments:

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Issue record

Final Report

Author	Kudzai Mafuba Terence Williams	Date	4 December 2019
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Submitted by	Lucy Percival	Date	13 February 2020
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