Programme approval visit report

Section one

Programme provider name:	University of South Wales
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	Princess of Wales Hospital (Ward 5) 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) Princess of Wales Hospital (Ward 4) Princess of Wales Hospital (Ward 20) Royal Glamorgan Hospital (Ward 15) Ysbyty Cwm Cynon (Ward 2) Ty Garth Newydd HomeService Children Community Nursing (Cwm Taff) Children Community Nursing (Merthyr Tydfil) Dewi Sant Hospital (District Nurses) District Nurse (Ashgrove and Ynysybwl 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 Princess of Wales Hospital (Day Surgery) District Nurse (Bridgend East) 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) Princess of Wales Hospital (Ward 15/Coity Clinic) Royal Glamorgan Hospital (Enhanced Care Unit) Royal Glamorgan Hospital (Ward 2) Princess of Wales Hospital (Ward 7) Royal Glamorgan Hospital (Ward 1) Cwm Gwyrdd Medical Centre Prince Charles Hospital (Ward 8)

	Royal Glamorgan Hospital (Ward 8)
	Community Support Team (RCT East)
	Community Support Team (RCT West)
	Community Support Team (Bridgend)
	Ysbyty Cwm Cynon (Ward 4)
	Prince Charles Hospital (Ward 10)
	Prince Charles Hospital (Ward 11)
	Prince Charles Hospital (Ward 2 and CCU)
	Prince Charles Hospital (Ward 9)
	Royal Glamorgan Hospital (Acute Medical Unit)
	Royal Glamorgan Hospital (Ward 12)
	Royal Glamorgan Hospital (Ward 14)
	Royal Glamorgan Hospital (Ward 19)
	Royal Glamorgan Hospital (Ward 20)
	Princess of Wales Hospital (Ward 14/Coity Clinic)
	Pinewood House
	CMHT Bridgend North
	CMHT Merthyr Tydfil
	CMHT Taff Ely/Rhondda
	CMHT Ysbyty Cwm Cynon
	CMHT Bridgend South (Older Person)
	Prince Charles Hospital (Neonatal Unit - SCBU)
	Ysbyty Cwm Cynon (Ward 7)
	Glanrhyd Hospital (Angelton Clinic, Ward 2)
	Glanrhyd Hospital (Angelton Clinic, Ward 3)
	Princess of Wales Hospital (Childrens Ward)
	Prince Charles Hospital (Ward 31/Paediatrics)
	Prince Charles Hospital (Ward 32/Paediatrics)
	Royal Glamorgan Hospital (Ward 17/18)
	Princess of Wales Hospital (Y Bwythyn Newydd)
	Y Bwthyn - Pontypridd
	Ysbyty Cwm Cynon (Ward 6, Ynysdawel)
	Community Support Team (Merthyr Tydfil)
	Princess of Wales Hospital (PICU)
	Royal Glamorgan Hospital (PICU)
	Ysbyty Cwm Rhondda (Ward A1)
	Ysbyty Cwm Rhondda (Ward B2)
	Ysbyty Cwm Rhondda (Ward C3)
	Ysbyty George Thomas (Supported Recovery Unit)
	Cefn Yr Afon
	Prince Charles Hospital (Ward 12)
	Princess of Wales Hospital (Neonatal Unit)
	Ysbyty Cwm Cynon (Ward 1)
	Prince Charles Hospital (Day Surgery/Theatre/Recovery)
	Royal Glamorgan Hospital (Day Surgery/Ward 5)

	Royal Glamorgan Hospital (Ward 7) Ysbyty Cwm Cynon (Ward 3) 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) St Cadocs Hospital - Adferiad Ward Ysbyty Ystrad Fawr (Ty Cyfannol) Nevill Hall Hospital (Ward 4/2, Crickhowell) Nevill Hall Hospital (Ward 4/3, Gwent) Royal Gwent Hospital (C4 East) Ysbyty Aneurin Bevan (Ebbw Ward) Ysbyty Ystrad Fawr (Oakdale Ward 2:1) 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) Community Reources Team Newport Community Resource Team Blaenau Gwent Community Resource Team Caerphilly Community Resource Team Chepstow Community Resource Team Torfaen County Hospital (Pheonix Ward) Complex Care Team St Cadocs Hospital - Crisis Resolution/Home Team Ysbyty Ystrad Fawr (Crisis Resolution Team) District Nurse (Blaenau Gwent) District Nurse (Caerphilly) District Nurse (Monmouthshire) District Nurse (Newport) District Nurse (Torfaen) 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) Nevill Hall Hospital (Ward 0/2, EAU) County Hospital (Ty Siriol Clinic, Rhos Mair Memory Clinic) St Cadocs Hospital - Memory Assessment Service

	St Woolas Hospital - Sycamore Ward
	Royal Gwent Hospital (D5 West)
	St Cadocs Hospital - Bellevue Ward
	Forensic Psychiatry Service, Aneurin Bevan Health Board
	Maindiff Court (Ty Skirrid)
	Royal Gwent Hospital (B7 East/West)
	Nevill Hall Hospital (Ward 2/4, Raglan)
	Health Visitor (Blaenau Gwent)
	Health Visitor (Caerphilly)
	Health Visitor (Cwmbran)
	Health Visitor (Monmouthshire)
	Health Visitor (Newport)
	Monnow Vale (Trefynwy Suite)
	Nevill Hall Hospital (Critical Care, ICU/HDU)
	Royal Gwent Hospital (Critical Care Unit)
	Community Support Team (Abergavenny and Chepstow)
	Llanfrechfa Grange Ty Lafant Unit (Assessment and Treatment)
	Twyn Glas
	Community Support Team (Blaenau Gwent)
	Community Support Team (Caerphilly)
	Community Support Team (Newport)
	Community Support Team (Torfaen)
	St Cadocs Hospital - Ty Bryn
	St Cadocs Hospital - Pillmawr Ward
	Royal Gwent Hospital (D3 East)
	Royal Gwent Hospital (D1 West MAU)
	Royal Gwent Hospital (B6 North)
	Royal Gwent Hospital (C5 East)
	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)
	Ysbyty Ystrad Fawr (Bedwas Ward 1:1)
	Ysbyty Ystrad Fawr (Penallta Ward 3:2)
	Ysbyty Ystrad Fawr (Risca Ward)
	St Woolas Hospital - Ruperra Ward
	Royal Gwent Hospital (D4 West)
	County Hospital (Talygarn Crisis Team Home Treatment Team)
	County Hospital (Talygarn Ward)

	Primary Care Mental Health Support (Monmouthshire)
	Primary Care Mental Health Support (Risca)
	St Cadocs Hospital - PICU (Beechwood)
	Ysbyty Aneurin Bevan (Carn-y-Cefn)
	CMHT Hwyel Dda (Lower Monmouthshire)
	CMHT Llanvair (South Monmouthsire)
	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)
	Gwent Substance Misuse Service
	Aneurin Bevan UHB Neonatal (Neonatal Unit)
	County Hospital (Hafen Deg)
	St Cadocs Hospital - Wentwood Suite
	Ysbyty Ystrad Fawr (Ty Glas/Annwylfan)
	St Woolas Hospital - Gwanwyn Ward
	St Woolas Hospital - Orthopaedic Surgical Unit
	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)
	Nantgarw Medical Centre
	St Woolas Hospital - Penhow Ward
	Ysbyty Ystrad Fawr (Bargoed Ward 2:2)
	Ysbyty Aneurin Bevan (Sirhowy Ward)
	Ysbyty Aneurin Bevan (Tyleri Ward)
	Royal Gwent Hospital (C6 East)
	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 (D5 East)
	Royal Gwent Hospital (D7 East)

	Nevill Hall Hospital (Ward 1/2, Gilwern) Nevill Hall Hospital (Ward 3/2, Usk) Royal Gwent Hospital (C5 West) Royal Gwent Hospital (C7 East) Hafod y Wennol Assessment and Treatment Unit, Carmarthen Ystradgynlais Hospital (Adeline Patti Ward) Ty Bryn Bryn Afon Children Community Nursing (North Powys) Children Community Nursing (South Powys) District Nurse (Welshpool) 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) Brecon Memorial Hospital (Crug Ward) Dan y Bont Dan y Deri Laurels/Briary Lletty Newydd Llwyneryr (Treatment and Assessment Unit) Rowan House Swn y Afon Community Support Team (Powys Adult) Community Support Team (Powys Child) Community Support Team (Carmarthen) Community Support Team (Llanelli) Community Support Team (Neath Port Talbot) Community Support Team (Ceredigion and Aberaeron) Community Suppprt Team (Pembrokeshire) Knighton Hospital Llandrindod Wells Hospital (Claerwen Ward) Glanrhyd Hospital (Caswell Clinic) Glanrhyd Hospital (Taith Newydd, Cedar Ward) Glanrhyd Hospital (Taith Newydd, Rowan Ward) Bronllys Hospital (Felindre AMI Unit) Welshpool Hospital (Maldwyn Ward) Brecon Memorial Hospital (Epynt Ward) Royal Gwent Hospital (D2 East)

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice Nursing - Adult Nursing
Programme start date: 21 September 2020

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

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice Nursing - Child Health Nursing
Programme start date: 21 September 2020

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

Programme: Return to Practice - Nursing Learning Disabilities
Title of programme: Return to Practice Nursing - Learning Disabilities Nursing
Programme start date: 21 September 2020

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

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice Nursing - Mental Health Nursing
Programme start date: 21 September 2020

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

Date of approval	12 February 2020
QA visitor(s):	Registrant Visitor: Joanna Dunn

Summary of review and findings
The University of South Wales (USW) has presented documentation for the approval of return to practice (RTP) programmes for nursing in the fields of adult, child, mental health and learning disabilities. The university is an established provider of the RTP programme, with the programme being commissioned by health education and improvement Wales (HEIW). The programme is offered as a 40 credit module at level six, and delivered over one academic year. The programme is mapped to the standards of proficiency for registered nurses (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. Documentary evidence and discussions at the approval visit with the programme team and practice learning partners (PLPs) confirm practice areas are audited using the all Wales audit approach. Practice supervisors, practice assessors and academic assessors are prepared in line with the all Wales approach to Standards for student supervision and assessment (SSSA) (NMC, 2018). Documentation and evidence from the approval visit confirm arrangements at programme level meet the SSSA.

The programme is recommended to the NMC for approval subject to one specific NMC condition. USW made one university specific condition. The visitor made one recommendation. The university made two recommendations.

Updated 17 March 2020

USW has provided evidence to meet the NMC condition. The condition is met. USW has provided evidence to meet the AEI condition. 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:	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:**

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Please identify the standard and requirement the condition relates to under the relevant key risk theme. *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition one: revise the practice assessment document (PAD) to ensure it explicitly meets the NMC, 2018 Future nurse Standards of proficiency for registered nurses: annexe A and annexe B. (SFNME R2.2, R2.3; Standards for return to practice programmes (SRTP) R4.5, R4.6) **Education governance: management and quality assurance:** Condition two: the programme team to revise the validation documentation to correct all typographical errors and inconsistencies in light of the discussions of the day. In particular, to: • clarify the English language requirements for entry on to the programme; • quantify the hours assigned to formative assessment across the programme; • include a statement against each graduate attribute within section D of the programme specification. (University condition)
Date condition(s) to be met:	11 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: the panel recommend that the programme team strengthens carer and service user involvement in co-production, delivery, assessment and evaluation of the programme. (SFNME R1.12) Recommendation two: the panel recommended that the programme team amend the wording of the practice requirements to reflect the need to have up to a maximum of 450 practice hours. (University recommendation) Recommendation three: the panel recommend that the programme team clearly articulates how the flexibility of the course will be managed for individual students with bespoke, shortened pathways.

	(University recommendation)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

USW has presented a revised PAD and ongoing record of achievement. This meets the NMC 2018 Future nurse Standards of proficiency for registered nurses: annexe A and annexe B. USW has provided documentation and assurance the AEI condition is met. The programme is recommended to the NMC for approval.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The programme team note comments made by students relating to the length of the programme are addressed by the introduction of greater flexibility through the programme in line with university recommendation number three.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	17 March 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for return to practice programmes (NMC, 2019)* *Return to practice standards (NMC, 2019)* *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)* *Standards for competence for registered midwives (NMC, 2009)* *Standards of proficiency for nursing associates (NMC, 2018)* *Standards of proficiency for specialist public health nurses (NMC, 2004)*

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Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015)

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

QA Handbook (September 2018 updated July 2019)

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

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

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Findings against the standard and requirements

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

Effective partnership working with PLPs and other stakeholders is seen from documentary evidence from the all Wales approach to RTP and from discussion during the approval visit with stakeholders. There's a partnership approach to the programme with arrangements for practice learning for students and support on practice placement. Partnership local level agreements are in place between the university and PLPs.

Documentary evidence supported by discussions at the approval visit with stakeholders confirm evidence of partnership with service users and carers. There is strong service user involvement in the all Wales PAD, initially written for pre-registration nursing. Some service users are involved in recruitment and programme delivery and all students receive feedback from service users in the PAD. Service users are requested to provide feedback to the programme development team about what they expect from a nurse but are not fully involved in curriculum development activities. It is recommended to strengthen service user and carer involvement with the programme at all levels. (Recommendation one) (SFNME R1.12)

The university works in partnership with students which is confirmed in the programme approval document, student handbook and PAD and from discussions with students. The programme approval document includes an equality impact assessment. Students confirm they're consulted about the new programme.

The PAD records collaboration between practice assessor and academic assessor and the student handbook confirms this will be by telephone and face to face contact.

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 and,

Met

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:

Student journey through the programme

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Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

R1.3 ensure students' health and character is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character guidance. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

outcomes.

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2019).

Proposed transfer of current students to the Standards for student supervision and assessment (NMC, 2018)

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

Evidence provides assurance that the following requirements are met:

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

Yes

R1.2 confirm on entry to the programme that students:
R1.2.1 demonstrate values in accordance with the Code

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

R1.3 ensure students' health and character is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's <u>health and character guidance</u>. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

Yes

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

Yes

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

Yes

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

R1.6 consider students' prior learning and experience in relation to the

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standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

Met

R1.6 is met. Documentary evidence and discussion at the approval visit confirm the programme considers students' prior learning and experience in relation to the Standards of proficiency, programme outcomes and intended scope of practice when entering the programme. Student's intended scope of practice upon readmission is considered by PLPs and the programme team during the admission process and on planning the placement experience. Consideration is given for students to have recognition of prior learning (RPL) for some practice placement hours.

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

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

Met

R1.7 is met. Documentary evidence and discussion with the programme team and students confirms support for students to update skills in numeracy, literacy and digital and technological literacy during the programme. SafeMedicate, an online numeracy and drug calculation platform, online support and academic staff support facilitates development of numeracy skills. Students are required to pass a numeracy assessment on the programme.

There are a range of simulation and technology enhanced learning opportunities for students, such as the university virtual learning environment (VLE) and clinicalskills.net. The programme will use the Hydra Minerva suite which is a scenarios based online platform designed to develop student decision making and actions.

Proposed transfer of current students to the programme under review

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

The current cohort of students are expected to complete in summer 2020 and will

not transfer to the new programme. No students are currently interrupting their studies.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The current cohort of students are expected to complete in the summer 2020 and will not transfer to the new programme or the SSSA. No students are currently interrupting their studies.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> 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 programmes comply with the NMC Standards framework for nursing and midwifery education

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

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

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

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

R2.5 state routes within the return to practice programme that allows:

R2.5.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

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

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

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

R2.6 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

R2.7 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

R2.8 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

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

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

Evidence provides assurance that the following requirements are met:

R2.1 ensure programmes comply with the NMC <u>Standards framework for nursing and midwifery education</u>

Yes

R2.2 comply with the NMC <u>Standards for student supervision and assessment</u>

Yes

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

Yes

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

Yes

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

No

A RTP route for midwives is not offered on this programme.

Specialist community and public health nurses (SCPHNs)

No

A RTP route for specialist community and public health nurses is not offered on this programme.

Nursing associates

No

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A RTP route for nursing associates is not offered on this programme.

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

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

Met

R2.4 is met. Documentary evidence and discussion at the approval visit with stakeholders confirm students have core programme content delivered by study days, e-learning and simulation-based learning. Students are allocated a field specific academic supervisor/personal tutor which they meet on a regular basis to discuss applying core programme content to their own field of practice. USW and PLPs assess students via the PAD. Students are supported and assessed through SSSA. The programme is flexible and provides opportunities for students to meet outcomes, standards and proficiencies for their intended area of practice.

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

Yes

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

Yes

R2.6.1 midwives to be readmitted to, or remain on, the register as midwives

No

The programme is not designed for students to be readmitted to, or remain on, the register as midwives.

R2.6.2 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

No

The programme is not designed for students to be readmitted to, or remain on, the register as specialist community and public health nurses.

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R2.6.3 nursing associates to be readmitted to, or remain on, the register as nursing associates

No

The programme is not designed for students to be readmitted to, or remain on, the register as nursing associates.

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

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

Met

R2.7 is met. Documentary evidence confirms programme content meets programme learning outcomes for each field of nursing practice. The curriculum includes generic taught and e-learning content with delivery by subject specialists. There are field specific client focused discussions and individual support by field specific academic staff. There are 25 direct contact study days over the yearlong programme. Programme content and learning outcomes meet the Standards of Proficiency for registered nurses. PLPs are committed to providing appropriate practice placement learning opportunities in the four fields of nursing practice.

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

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

Met

R2.8 is met. Programme content includes the general and professional content required to meet the Standards of proficiency and programme outcomes. The programme uses a blended learning approach and includes 25 direct contact study days with simulated learning in the clinical simulation centre. Online learning units focus on specific areas of knowledge and skills. Students are allocated to a field specific personal tutor for supported learning and ensuring core learning is applied to the student's field of practice. Students with relevant experience are able to undertake a shorter bespoke programme. Students are required to undertake 450 hours of practice learning and this can be reduced through RPL. PLP practice

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education facilitators and USW academic staff jointly plan practice learning experiences to meet student needs and support students throughout their practice placement experience to meet Standards of proficiencies for registered nurses. The PAD records assessment of needs, feedback and achieving proficiencies in practice. Students confirm the programme prepares them to return to the register and gives them the confidence to practice.

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

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

Met

R2.9 is met. Documentary evidence and discussion with students and the programme team confirm the programme includes safeguarding, consent, pharmacology and medicines administration and optimisation. This is relevant and reflects contemporary care. In addition to face to face safeguarding input, students are required to complete online learning units in safeguarding adults and children. There is focus on medicines management in practice and students are assessed on this in the PAD.

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

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

Met

R2.10 is met. Documentary evidence and discussion with students and the programme team confirm the curriculum has a blended learning approach with taught sessions, e-learning packages and simulation-based learning. These are used effectively and proportionately. Students can access e-learning on and off campus. The timetable is 25 taught days with students required to complete specific eLearning prior to several taught sessions. Students can access a wide range of support at UWS and access to specific eLearning packages such as clinicalskill.net and safeMedicate. Students receive formative feedback during simulation-based learning sessions and in relation to academic assessments. Students are assessed with a numeracy exam, written assignment and a presentation. The programme team and students say the presentation helps build

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confidence. There is inter professional learning via the major incident simulation, involving paramedics and police.

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

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

Met

R2.11 is met. Documentary evidence and discussions with the programme team and PLPs confirm the programme will be delivered over one academic year and 25 study days spread over the year. There is the possibility for students to undertake a shorter bespoke programme based on individual needs.

The programme includes a minimum of 450 hours of practice learning, but with the possibility to reduce this via RPL. This is an increase on the current RTP programme practice placement hours which students at the visit unanimously say would discourage them from applying. PLPs feel RTP students require 450 hours to build confidence and prepare them to practice.

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

Yes

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

Yes

Outcome
Is the standard met?   *Met*   **Date:** *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 confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

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

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

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

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

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Met

R3.1 is met. Documentary analysis and discussion at the approval visit with PLPs confirms students are offered practice learning opportunities to meet programme requirements. Students have a primary practice learning environment and three other specified practice learning experiences to ensure they experience a range of settings for their intended field of practice and can demonstrate the ability to meet the holistic needs of people across care settings. Practice learning experiences are organised jointly between PLPs and USW to meet each student's specific needs and students spend at least 400 hours in their primary practice learning environment. Practice supervisors from specified practice learning experiences contribute to feedback in the PAD.

Documentary analysis and discussion with students and PLPs at the approval visit confirm students are supernumerary on practice. Students are only allocated to audited practice learning environments and complete the all Wales evaluation of practice learning. The student handbook outlines the process to be followed for raising concerns. Students feel well supported in practice by both PLP and USW staff and tell us all academic and practice based staff are responsive to their needs.

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

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

Met

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

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

R3.3 ensure that students experience a range of settings for their intended

area of practice, demonstrating an ability to meet the holistic needs of people

Met

R3.3 is met. Documentary analysis and discussion at the approval visit confirms students are offered practice learning opportunities to meet the holistic needs of people and programme requirements. There is discussion about individual student practice requirements at interview. PLPs and the programme team work collaboratively with each student to organise a suitable practice placement. Additional learning in the form of three specified practice learning opportunities is organised in partnership with practice supervisors and students to ensure they have a wide range of experience to meet proficiencies.

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

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

Met

R3.4 is met. Documentary analysis and discussion at the approval visit confirms technology enhanced and simulation-based learning is used effectively and proportionately in the programme to support learning and assessment. Student feedback is positive about e-learning and using SafeMedicate during the programme. Students will have use of the Hydra-Minerva suite and clinical simulation centre during the programme, enabling them to enhance their skills in a safe environment. Students are able to use the clinical simulation centre for practising clinical skills. Students are assessed using a computer-based drug calculation examination and are provided with formative assessment for this.

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

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

Met

R3.5 is met. Documentary analysis and discussion at the approval visit confirm students' individual needs are taken into consideration and reasonable

adjustments are made as appropriate. Students confirm they are assessed by occupational health, and findings fed back to the programme leader and PLP if required. Reasonable adjustments made are documented in the PAD. Students confirm that for those with caring responsibilities, the programme placement element can be flexible and responsive to their personal circumstances. Students confirm they are supernumerary on placement.

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to 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 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. Documentary analysis and discussion at the approval visit confirm effective partnerships between USW and stakeholders. HEIW, PLPs and USW work collaboratively the all Wales approach to the SSSA for the RTP programme. There are partnership agreements between USW and PLPs and stakeholders closely involved in the RTP curriculum development. USW and PLPs provide strategic and operational resources to support the programme with a statement

confirming resource allocation signed by HEIW and USW. Students confirm there's support in both the university and practice setting. Programme content includes a day on professionalism where the NMC Code, duty of candour, raising concerns and related topics are covered. An external examiner reviews both practice and academic elements of the programme and confirms the programme meets NMC requirements.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. The all Wales approach to SSSA is being implemented from September 2020. USW identifies and prepares academic assessors to undertake their role. Current mentors are attending roadshows updating them on the new standards. PLPs and USW work collaboratively to ensure practice supervisors and practice assessors are suitably prepared for their roles. Practice assessors and practice supervisors are supported by practice education facilitators and there are specific practice education facilitators responsible for RTP students. Collaboration between practice assessors and academic assessors is either via telephone, skype or face to face. There is a minimum of one face to face meeting to confirm achieving proficiencies and progress. The PAD reflects all aspects of supervision and assessment.

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

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 requirement below is met or not met.

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

Met

R4.4 is met. Documentary analysis and discussion at the approval visit confirm students are provided with formative feedback in both academic and practice learning settings. Formative feedback in the university is through simulated learning activities and their personal tutor. Students confirm feedback is useful in their development. Feedback from a minimum of three service users is recorded in

the PAD. Feedback from additional practice supervisors and other health care professionals is recorded in the PAD.

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

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

Not Met

R4.5 is not met. Programme content enables students to meet the Standards of proficiency for registered nurses and programme outcomes. Students who successfully complete all elements of the programme meet programme outcomes to remain on or return to the register. Students and PLPs confirm the programme adequately prepares students to return to practice. Documentary analysis and discussion at the approval visit confirms students are assessed in practice using an adapted all Wales PAD for RTP, based on the Standards of proficiency for registered nurses. Whilst this document is mapped to the Standards of proficiency for registered nurses it does not accurately reflect the wording of these standards in relation to annexe A and annexe B. (Condition one) (SFNME R2.2, R2.3; SRTP R4.5, R4.6)

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

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

Not Met

R4.6 is not met. Communication and relationship management skills and procedures are included in programme content and timetabling in the university setting. Students are given opportunities to meet any skills or procedures they are unable to achieve in the practice learning setting via simulation-based activities. PLPs and the programme team work in partnership to ensure students have a range of practice placement experiences to meet their needs, and PLPs have the capacity to support students in this. Documentary analysis and discussion at the approval visit confirms students are assessed in practice using the all Wales PAD for RTP, based on the Standards of proficiency for registered nurses. Whilst this document is mapped to the Standards of proficiency for registered nurses, it does not accurately reflect the wording of these standards in relation to annexe A and annexe B. (Condition one) (SFNME R2.2, R2.3; SRTP R4.5, R4.6)

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

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

Met

R4.7 is met. Documentary analysis and discussion with stakeholders at the approval visit confirms students are assessed in relevant proficiencies to enable them to be readmitted to or remain on the register. Students and PLPs confirm the programme prepares returners for safe and competent practice and returning to the register. Confirmation of proficiency to be readmitted to, or remain on the register, is made collaboratively by the practice assessor and academic assessor. Support for practice assessors and practice supervisors is from practice education facilitators, academic assessors and the USW programme team.

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

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 requirement below is met or not met.

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

Met

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

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

No

The PAD is mapped to the Standards of proficiency for registered nurses but does not accurately reflect the wording of these standards in relation to annexe A and annexe B.

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

Yes

Outcome

Is the standard met?

Not Met

The PAD is mapped to the Standards of proficiency for registered nurses but does not accurately reflect the wording of these standards in relation to annexe A and annexe B.

Condition one: revise the PAD to ensure it explicitly meets the NMC 2018 Future nurse Standards of proficiency for registered nurses: annexe A and annexe B. (SFNME R2.2, R2.3; SRTP R4.5, R4.6)

Date: *12 February 2020*

Post Event Review

Identify how the condition is met:

Condition one:
USW has provided a PAD and ongoing record of achievement that includes all the NMC 2018 Future Nurse Standards of proficiency for registered nurses, including annexe A and B.

Evidence:
PAD and ongoing record of achievement RTP course, February 2020
RTP PAD mapping to NMC proficiencies, March 2020

The condition is met.

Date condition(s) met: 17 March 2020

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Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor''s degree level

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

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

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level

 Yes

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

 Yes

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

 Yes

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

Yes
Outcome
Is the standard met? ***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***

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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)	Yes
Module descriptors	Yes
Please specify route Nursing in the fields of adult, child, mental health and learning disabilities nursing	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: Nursing in the fields of adult, child, mental health and learning disabilities nursing	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	No
Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	No
Curricula vitae for relevant staff	Yes
Programme lead:	

Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Post visit documents: PAD and ongoing record of achievement RTP course, February 2020 RTP PAD mapping to NMC proficiencies, March 2020 RTP validation document, March 2020 Confirmation of final chair approval for RTP, March 2020	
If you stated no above, please provide the reason and mitigation The AEI don't map the SFNME or SSSA but provide commentary as to how the SSSA is met and additional documentation. Condition one relates to the SFNME.	
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: Current RTP nursing students x four (September 2019 start) and RTP alumni x three.	
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:
If you stated no above, please provide the reason and mitigation Presentation from programme team includes images of simulation and other facilities.
Additional comments:

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Issue record			
Final Report			
Author	Joanna Dunn	Date	15 February 2020
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Submitted by	Lucy Percival	Date	20 March 2020
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