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Programme Major Modification report

Section one

Programme provider name:	Wrexham Glyndŵr University	
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult	☒
	Registered Nurse – Children's	☒
	Registered Nurse - Learning Disabilities	☐
	Registered Nurse - Mental Health	☒
	Nursing Degree Apprenticeship (NDA) route NDA Adult	☐
	NDA Children's	☐
	NDA Learning Disabilities	☐
	NDA Mental Health	☐
	Dual award - pre-registration nursing Dual award - adult/mental health	☐
	Dual award - adult/children's	☐
	Dual award - adult/learning disabilities	☐
	Dual award - mental health/learning disabilities	☐
	Dual award - mental health/children's	☐
	Dual award - learning disabilities/children's	☐
AEI programme title(s):		
Current AEI programme title(s): *Please include all currently approved programme titles*	Bachelor of Nursing (Honours) adult nursing	
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A	
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification*	Bachelor of Nursing (Honours) children's nursing Bachelor of Nursing (Honours) mental health nursing	

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(for example new routes being added that have a different title to those already approved) or add N/A	
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland

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	Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
Registered Nurse - Mental Health	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☒ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☐
NDA Adult	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
NDA Children's	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
NDA Learning Disabilities	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
NDA Mental Health	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
Dual award - adult/mental health	England, Wales, Northern Ireland Level 5 ☐ Level 6 ☐ Level 7 ☐ SCQF

	☐ Level 8　　☐ Level 9　　☐ Level 10　☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5　　☐ Level 6 ☐ Level 7 SCQF ☐ Level 8　　☐ Level 9　　☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5　　☐ Level 6 ☐ Level 7 SCQF ☐ Level 8　　☐ Level 9　　☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5　　☐ Level 6 ☐ Level 7 SCQF ☐ Level 8　　☐ Level 9　　☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5　　☐ Level 6 ☐ Level 7 SCQF ☐ Level 8　　☐ Level 9　　☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5　　☐ Level 6 ☐ Level 7 SCQF ☐ Level 8　　☐ Level 9　　☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified:	21 May 2020

This is the approval date under the most recent NMC standards.	
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date:	
RN – Adult	19 September 2022
RN – Children's	19 September 2022
RN - Learning Disabilities	
RN - Mental Health	19 September 2022
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	28-30 March 2022

Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison
	Lay Visitor: Philip Stephenson

Summary of review and findings
Wrexham Glyndŵr University (WGU) is an approved education institution (AEI) offering a pre-registration Bachelor of Nursing with Honours (BN) (Hons) adult route. The programme was approved by the Nursing and Midwifery Council (NMC) on 21 May 2020. The BN (Hons) adult programme has a small cohort of non-commissioned students undertaking practice learning experiences in England. A major modification to the BN (Hons) adult programme is presented to approve the addition of undergraduate pre-registration nursing children's and mental health fields of practice. Health education and improvement Wales (HEIW) have commissioned pre-registration nursing adult, children's and mental health fields of practice at WGU. The commission represents a significant increase in student numbers. Effective from January 2022 local service agreements between HEIW, Betsi Cadwaladr University Health Board (BCUHB) and WGU are in place. Full-time and part-time routes are presented. The full-time route is three years, the part-time route is four and a half years. The first cohort of students will commence the programme in September 2022 and undertake practice learning in Wales. All three fields of nursing will be delivered at Plas Coch campus, Wrexham. The major modification includes approval of the WGU St Asaph campus as a new site that will also deliver the three nursing fields. Both sites have two intakes a year. The non-commissioned adult route will continue to be delivered at the Plas Coch campus. The major modification process demonstrates substantial activity in strengthening partnership working between HEIW, BCUHB and WGU at strategic and operational levels. Preparation for the necessary increase in capacity, facilities and resources to deliver safe and effective learning opportunities and practical experiences for nursing students is confirmed by senior representatives from HEIW, senior practice learning partners (PLPs) and senior WGU managers. Documentary evidence and discussion with senior management provides assurance that resources will be in place for September 2022. Visits to BCUHB practice learning environments, the Plas Coch campus and the WGU St Asaph campus were undertaken. Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME, NMC 2018) and the Standards for student supervision and assessment (SSSA, NMC 2018). The major modification is recommended to the NMC for approval. This visit was undertaken face to face.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are required to make administrative changes to finalise documentation. (University recommendation)
Focused areas for future monitoring:	• Academic staff resources sufficient to meet SFNME and SSSA requirements. • Partnership working with BCUHB and PLPs. • Inter-professional education (IPE) working experiences with all cohorts and at both campuses.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	N/A
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes (NMC, 2018)*   *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)*   *Standards framework for nursing and midwifery education* (NMC, 2018)   *Standards for student supervision and assessment* (NMC, 2018)   *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)   *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)   *QA Handbook* (NMC, 2020)

Partnerships
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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

The AEI works in partnership with HEIW, BCUHB, PLPs, service users and carers (SUCs), students and allied health professional (AHP) colleagues at WGU and other Welsh AEIs.

The major modification process identifies effective relationships with HEIW. Senior WGU managers and HEIW detail discussions, a tendering process and action planning with HEIW since 2021, in preparation for the commission of a significant increase of pre-registration nursing students. HEIW identify the need for locally based commissions to meet future workforce demands. HEIW have appointed a head of placement co-ordinator whose team are scoping practice learning environments and actively working with BCUHB to increase practice learning placements. HEIW are recruiting a further six clinical education facilitators (CEFs) who will work closely with WGU to prepare PLPs to support students and to maximise learning opportunities which meet the Standards for pre-registration nursing programmes (SPNP NMC, 2018), the Standards of proficiency for registered nurses (SPRN NMC, 2018) and the SSSA.

The recent local level agreement between BCUHB and WGU, in relation to all practice learning agreements for students undertaking HEIW commissioned education, evidence strengthened relationships between all partners. Senior managers at BCUHB assure us of processes in place to monitor the quality and effectiveness of practice learning environments and to manage risk. An example is the practice education quality assurance group attended by AEIs and senior BCUHB partners. Senior managers at BCUHB and WGU meet frequently at the implementation project board in preparation for the operationalisation of the commission. PLP managers in adult, children's and mental health service units identify constructive relationships with WGU staff. We're assured of PLP participation in the co-production and development of the children's and mental health routes. Managers from mental health units say they're committed to ensuring mental health field students are given access to BCUHB staff training on risk assessment around suicide and mental health measure.

PLPs are fully supportive of programme delivery sites in Wrexham (east of the BCUHB region) and St Asaph (centre of region). Clinical managers tell us they'll be supporting the programme by attending recruitment interviews and participating in teaching. A common theme from PLP managers is the number of staff vacancies and the need to work with WGU to 'grow our own staff for the future'. PLPs assure us of the commitment, capacity, motivation and resources to support students in theory and practice.

Business plans, documentation and senior WGU staff emphasis a commitment to prepare environmental, academic and support staff resources. We visited recently refurbished student-friendly teaching and learning spaces at the Plas Coch

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campus. Plans are in place to completely refurbish simulation suites and other teaching spaces in Wrexham and prepare teaching, learning and simulation spaces in St Asaph in readiness for the September 2022 delivery. The senior WGU director of operations and an architect share architectural plans that demonstrate how the building at St Asaph will be transformed over the summer period. We're assured of the timely completion of all refurbishment work.

WGU have a comprehensive SUC strategy. There's evidence of the implementation of the strategy. SUCs, say they support the development of the programme, they're involved in the recruitment of students, use of narratives and teaching, some assessment and evaluation of student learning. SUCs with experience of mental health and children's services tell us how they support students. SUCs, say they feel valued and part of the WGU team. They offer a range of skills and expertise and are offered a range of support, preparation and training to fulfil their roles.

Students confirm their understanding of the new commissions. The programme team and students identify student involvement in contributing ideas to the refurbishment of teaching and learning spaces. Students provide examples of their voice being heard in education and practice environments. They say that their feedback is responded to and they speak very positively of their student journey at WGU. Students say expansion of training centres for nursing in the east and centre is timely and necessary.

Documentation and the programme team confirm an ambitious IPE strategy. WGU offer the following AHP programmes: occupational therapy, physiotherapy, counselling, operating department practitioner, speech and language therapy, nutrition and dietetics and paramedic science. A locally based medical consultant is working with WGU staff to involve medical students in the IPE initiative. All AHP and nursing students are allocated to an IPE group for the duration of the programme which is facilitated by a WGU member of staff. Students explore common themes affecting service provision in nursing, medicine and the AHPs.

Currently another AEI in north Wales is providing training and support to BCUHB which meets the SSSA. Educational audits of practice learning environments are agreed in partnership with BCUHB and the AEI. BCUHB hold all audits and are working with WGU to transfer data about the safety, efficacy and capacity of practice learning environments to the WGU ARC software practice placement management system (ARC technology ltd) database. There's clear evidence of collaboration between the AEIs and BCUHB as WGU staff take responsibility for supporting PLPs in the east and central region.

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

MET ☒　　**NOT MET** ☐

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

MET ☒   NOT MET ☐

Post Event Review
Identify how the condition is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐
N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.4 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).

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

Findings against the standard and requirements

Evidence provides assurance that the following 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 ☒　　　**NO** ☐

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry

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standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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 ☒   **NOT MET** ☐

R1.5 is met. Unchanged through this modification.

- 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 ☒   **NOT MET** ☐

R1.6 is met. WGU don't have a contract with HEIW to support the commission of registered nurses who want to register in a different field of practice. HEIW work with another AEI to support this.

- 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 ☒   **NOT MET** ☐

R1.7 is met. Documentation maps numeracy, literacy, digital and technological literacy against proficiency standards and programme outcomes. Documentation, the programme team, WGU support staff, BCUHB librarians and students confirm that rigorous support strategies are in place for students at the Wrexham and St Asaph campuses to continuously develop their abilities in numeracy, literacy, digital and technological literacy. At both campuses an ASK support desk is the 'one-stop' point for all student enquiries. From this point any questions and requests for help in developing the skills necessary to support programme outcomes is available.

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 ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an underline summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There are no plans to transfer non-commissioned students to the commissioned route. Should current students need programme interruption owing to mitigating circumstances, on their return to studies they will stay on the non-commissioned route. Any student who has completed part of the programme and then leaves, can reapply and join the commissioned route using recognition of prior learning (RPL). RPL requirements are applied.

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.

Not applicable, all students are transferred to the SSSA. PLPs assure us the SSSA is fully implemented at BCUHB.

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

YES ☒   NO ☐

Outcome
Is the standard met?   MET ☒   NOT MET ☐ **Date:** 30 March 2022
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐ N/A

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 programme learning outcomes 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 R2.4 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

Findings against the standard and requirements

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

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- 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 ☒   **NOT MET** ☐

R2.4 is met. Programme handbooks and module guides evidence how students are supported to achieve experiences in the four fields in theory. WGU academic field leads assure us of their involvement in the planning and delivery of all modules which are generic to the whole cohort. Practice learning placement pathways for adult, children's and mental health provide examples of how the students will experience the four fields of practice. All students have field specific practice placements with opportunities for cross field learning through hub and spoke arrangements. CEFs, PLP managers, WGU practice education facilitators (PEFs), practice supervisors and practice assessors in all fields provide examples facilitating cross-field experiences.

- 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 ☒   **NOT MET** ☐

R2.5 is met. Student facing documentation identifies how students on the adult, children's or mental health fields have support to enter the register in their specific field of practice. Module specifications demonstrate shared core content and field specific elements. It's intended field specific input to modular content will be delivered by the respective field lecturers. There are two field specific modules, one in part two and the other in part three. PLPs assure us of their commitment to support programme delivery by supporting the delivery of 'field specialist lectures' to all students, in addition to field specific students. SUCs assure us of their involvement to module content which reflects experience of care from people of all ages and across all fields. As well as students learning across fields and inter-professionally, there's significant emphasis on providing field specific support through field specific academic tutors, learning groups and module seminars. The programme outcomes, module learning outcomes and content in the module descriptors illustrate the adult, children's or mental health fields of practice.

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 ☒   **NO** ☐

  There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

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practice: adult, mental health, learning disabilities and children's nursing
(R2.7)

YES ☒   **NO** ☐

**Provide an <u>evaluative summary</u> from your documentary analysis and
evidence AND discussion at the approval visit to demonstrate if assurance is
provided that the 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 ☒   **NOT MET** ☐

R2.8 is met. Student facing documentation illustrates field specific content in
relation to the law, safeguarding, consent, pharmacology and medicines
administration and optimisation. Field specific leads assure us themes from each
topic are taught to the cohort as a whole and then field specific seminars explore
the topic in relationship to the field in depth. Students are provided with field
specific scenarios, research articles and policy documents. The SafeMedicate
examination that's tested in each part is field specific.

- 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 ☒   **NOT MET** ☐

R2.9 is met. The programme structure is unchanged, it's equally balanced
between theory and practice learning. Two field specific children's and mental
health modules are included. The programme employs a blended learning
approach, students experience a balance of face-to-face learning and digitally
enabled activity. The programme team demonstrate a commitment to equity of
provision across both campuses.

The practice allocation model ensures that students have field specific practice
learning placements. Students stay in the centre or east of the region dependent
on their campus base. Examples of practice learning journeys and discussion with

PLPs from the centre and east confirm that there's a balance between community and acute sector services.

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 ☒ **NO** ☐ **N/A** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☐ **NO** ☐ **N/A** ☒

The programme leads to registration in single fields only.

- 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 ☒ **NO** ☐ **N/A** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

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Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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 ☒   NOT MET ☐

R3.1 is met. Programme documentation and discussion with BCUHB, adult, children's and mental health field PLPs and clinical managers evidence established processes in place strategically and operationally to identify any risk to the provision of safe and effective care. AEIs who use BCUHB practice learning placements have devised joint placement principles documentation outlining the actions needed when any risk has been identified that impacts on students' ability to deliver safe and effective care. Since the BCUHB/AEIs quadripartite meetings started in January 2022 there are no escalations of concern raised in practice learning environments.

Students and WGU PEFs assure us of rigorous monitoring of each student placement journey, ensuring the SPRN are met. The All Wales practice assessment document (PAD) is fully mapped against the SPRN. Students and practice supervisors say achievement of the SPRN is monitored by CEFs, PEFs, practice assessors and academic assessors. PEFs and practice assessors tell us how the All Wales PAD action plans are effective in promoting opportunities for success.

- 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 ☒   NOT MET ☐

R3.2 is met. HEIW and BCUHB are undertaking a scoping exercise to review current placement availability and offer an expansion of practice learning environments. Documentation and the major modification visit confirm that Welsh practice learning experiences will allow students to meet the person-centred, holistic care needs of people at any stage of life and with a range of mental, physical and cognitive health challenges.

Placements are co-ordinated by HEIW, BCUHB, WGU PEFs and the WGU placement administrator using ARC. Students are placed in a variety of practice placement environments in BCUHB and in private sector organisations. Practice learning environments include acute hospitals, community environments, health centres, clinics and in peoples' own homes.

The All Wales PAD is used to assess the practice element of the programme. The outcome statements for each platform are designed to apply across all four fields

of nursing and all care settings. Service level agreements and BCUHB confirm that students are supernumerary and are supported, supervised and assessed by practice supervisors, practice assessors, CEFs, PEFs and academic assessors. We are assured of rigorous processes in place for assessing, monitoring and evaluating practice learning experiences.

- 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 ☒   NOT MET ☐

R3.3 is met. Unchanged through this modification.

- 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 ☒   NOT MET ☐

R3.4 is met. Architectural plans and purchase inventories confirm that in both campuses there's significant investment in order to provide contemporary learning resources. Attention to detail is addressed concerning maximising the student experience of learning at the site. We are assured facilities will be ready for September 2022.

WGU employ an education technologist in Wrexham and a similar post is provided in St Asaph. We are shown examples of how highly interactive, augmented reality (AR) and virtual reality (VR) simulations can be shared simultaneously between both campuses. Opportunities for technology enhanced and simulation-based learning is enhanced by the range of AR and VR packages. There are many opportunities for IPE simulation-based learning opportunities at both campuses.

Students assure us that simulation is used effectively to support learning and assessment. The programme team say technology and simulation-based learning supports theoretical learning; it doesn't replace practice hours. If a student can't achieve a SPRN nursing procedure in practice before the end of a part of the programme, they have the opportunity to undertake a simulated experience that's assessed by a practice assessor and academic assessor. SUCs tell us that they contribute to simulation-based learning and assessment.

- 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 ☒   NOT MET ☐

R3.5 is met. Unchanged through this modification.

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 ☒　　**NO** ☐

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

  YES ☒　　**NO** ☐

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

  YES ☒　　**NO** ☐

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

  YES ☒　　**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 30 March 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*   R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the 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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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 ☒   **NOT MET** ☐

R4.1 is met. Support, supervision, learning and assessment processes are in place in the Wrexham campus and will be replicated in the St Asaph campus. WGU staff are based at both campuses. There's a commitment from WGU senior

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managers and the programme team for staff to travel between campuses to provide comparable experiences of learning.

- 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 assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. Students are allocated personal tutors and academic assessors who are field specific. WGU have a business plan for staffing which evidences the commitment to recruit additional academic staff based in Wrexham and at St Asaph to support the adult, children's and mental health fields. The business plan is incremental with additional academic and support staff being recruited for each annual student intake point over the next three years. The plan is based on the planned student recruitment over the next three years. The business plan is further based on student numbers using a ratio of staffing 1:20 students ensuring that there's sufficient registered nurses, with the appropriate equivalent experience for the student's field of practice eligible to become academic assessors or student personal tutors.

There's an All Wales approach to the preparation of practice supervisors and practice assessors. PLPs tell us about the preparation and provision of updates. This is currently undertaken by another AEI. We're assured WGU have the structures and processes in place to engage in the responsibility for SSSA preparation in the BCUHB central and east regions.

Programme documentation, the programme team and WGU senior managers assures us that academic staff have training, managerial and peer support to undertake the academic assessor role. WGU employ academic PEFs who visit students regularly in practice learning environments and who undertake the academic assessor role. There's evidence that academic assessors won't undertake the role of practice supervisors or practice assessors.

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 ☒   **NO** ☐

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

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- 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 ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

- 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 ☒   **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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- 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 ☒   NO ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 30 March 2022		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and   R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.   *Standards framework for nursing and midwifery education, specifically R2.11, R2.20*
Findings against the standards and requirements

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with NMC registration. Documentation clearly confirms that the exit award with NMC registration is a BN (Hons) degree in adult, children's or mental health fields of nursing. There are interim awards of Diploma of higher education in care studies and Certificate of higher education in care studies that don't confer NMC registration.

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

  YES ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 30 March 2022	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
	☐	☒

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).		
If you stated no above, please provide the reason and mitigation: There are no apprenticeship routes proposed.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: September 2019, x two adult field students, (non-commissioned) September 2020, x two adult field students, (non-commissioned) September 2021, x one adult field students, (non-commissioned)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There are no apprenticeship routes proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☐	☒
Practice learning environments	☒	☐

If practice learning environments are visited, state where visited/findings: Heddfan Unit, acute mental health. Ty Derbyn, community mental health both units at Wrexham Maelor Hospital. Ysbyty Glan Clwyd Hospital, staff from children's and neonatal ward, adult intensive care unit and the Ablett mental health unit, providing mental health services in the central region. Wrexham Flying Start, health visiting team. Wrexham Maelor Hospital, special care baby unit.		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Ysbyty Enfys Deeside, BCUHB, Healthcare Inspectorate Wales (HIW), inspection report, 25 March 2021 Ysbyty Enfys Bangor, Ysbyty Enfys Glannau Dyfrdwy, Deeside, mass vaccination centres, BCUHB, HIW, inspection report, 27 May 2021 Tan y Coed, Bryn y Neuadd Hospital, learning disability, BCUHB, HIW, inspection report, 21 January 2022 Ty Llywelyn Branwen, Gwion and Pwyll, mental health, BCUHB, HIW, inspection report, 16 June 2020 Mesen Fach, Bryn Y Neuadd, HIW, quality check summary, 21 January 2022 Bryn Y Neuadd Hospital, Carreg Fawr Unit, HIW, quality check summary, 5 November 2020 Shrewsbury and Telford Hospital NHS Trust, Care Quality Commission report, 18 November 2021		
If you stated no above, please provide the reason and mitigation: The All-Wales audit tool was reviewed. Educational audits of the Welsh practice learning environments visited weren't available for review as these are owned by BCUHB and a different AEI.		
Additional comments: In respect of practice learning environment visits due to the Welsh Government COVID-19 restrictions being in place we couldn't go directly into units where there were people with vulnerabilities. Pre-registration nursing students from other AEIs and SUCs weren't available. Rooms provided in trust bases enabled us to meet face-to face with senior PLPs and nursing staff, practice supervisors and practice assessors.		

Issue record			
Final Report			
Author(s):	Maureen Harrison Philip Stephenson	Date:	1 April 2022
Checked by:	Bernadette Martin	Date:	5 April 2022
Submitted by:	Shahzaib Ghafoor	Date:	22 April 2022
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