

Programme approval visit report

Section one

Programme provider name:	Aberystwyth University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Betsi -Cadwaladr University Health Board Hywel Dda University Health Board Powys Teaching Health Board Swansea Bay University Health Board
Programmes reviewed:	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
Title of programme(s):	BSc Nursing (adult) BSc Nursing (mental health)
Academic levels:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

Registered Nurse – Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Date of approval visit:	23–24 June 2021
Programme start date:	
RN – Adult	5 September 2022
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	5 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	
QA visitor(s):	Registrant Visitor: Patricia Hibberd Lay Visitor: Philip Stephenson

Section two

Summary of review and findings

Aberystwyth University (AU) an established education institution (EI) are seeking approval as a new approved education institution (AEI) for delivery of a pre-registration nursing programme. The proposed programme is presented with full and part-time routes in adult and mental health fields of nursing practice, delivered by the programme team at the newly formed healthcare education centre. The centre is part of the AU faculty of earth and life sciences and institute of biological, environmental and rural sciences.

This is the first Nursing and Midwifery Council (NMC) approved programme proposed at AU. There's an intention to develop further nursing and allied health profession programmes. Documentary evidence of strategic and business planning demonstrates a commitment to the development of the pre-registration nursing programme including the appointment of staff and resource development. There are established and effective mechanisms to support learning and assessment with significant experience in supporting a wide range of programmes and students. This includes the delivery of regulated programmes in education, psychology and law. Documentary evidence and meetings with the senior AU team confirm a commitment to ensuring that their regulations meet NMC requirements. There's a dedicated building and space to develop simulation-based learning resources.

The programme has been developed in partnership with local health providers and Aberystwyth and mid Wales' wider community. This includes extensive consultation with a wide variety of stakeholders led by the AU nursing project group. It's being developed to support local and national workforce needs through enhancing local recruitment and retention and with a focus on nursing in rural settings. There's evidence of close partnership working with health education and improvement Wales (HEIW) to ensure that the all Wales approach to recruitment and practice learning is adopted. Signed local level agreements are in place with practice learning partners (PLPs).

AU will offer HEIW commissioned student places on full and part time routes. The programme is designed in three parts with 120 academic credits for each part, culminating in a Bachelor of Science with Honours (BSc (Hons)) nursing, adult or mental health. Part one has an overall theme of demonstrating professional practice, part two is focused on enhancing nursing practice and part three focused on leading professional practice. There's three 20 credit modules and one 60 credit module in each part with three field specific 20 credit modules included in part two. There's a further field specific module in part three. All other modules are shared between fields. There's an all Wales practice assessment document (PAD) for each part of the programme. The full-time programme comprises 4,600 hours with an equal balance of theory and practice completed over three years.

The part-time route is supported by HEIW and PLPs to provide the opportunity for career progression for local healthcare workers, who've achieved an academic level four healthcare qualification and experience. The part-time programme structure uses the recognition of prior learning (RPL) process to map qualifications and experience to the outcomes and proficiencies for part one of the programme. Successful part-time applicants enter the programme completing an induction period prior to commencing part two. Theoretical modules are undertaken in full time blocks with the 60 credit practice modules in part two and three completed part-time over an extended period. The part-time route will commence in 2023.

AU are adopting the all Wales approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). This includes guidance for the development of practice supervisors, practice assessors and academic assessors in partnership with PLPs. AU have identified and prepared academic assessors.

The proposed programme is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The SSSA is met at programme level. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) aren't met at programme level as conditions apply.

The EI and programme are recommended to the NMC for approval subject to four conditions. These comprise two NMC conditions, one joint NMC and university condition and one university condition. One NMC recommendation and one university recommendation are made.

The two-day visit is undertaken remotely due to the COVID-19 pandemic.

Updated 26 July 2021:

Revised and additional programme documentary evidence is provided to meet the NMC conditions. The NMC conditions are met.

AU confirm that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition one: AU must provide an RPL policy and applicant information that confirms a maximum of 50 percent RPL is applied to the programme. RPL must include a clear process for mapping to the EU directive and the verification of theoretical and practice hours. (SFNME R2.8; SPNP R1.5)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The AU programme team must ensure that the content for nurses responsible for general care (adult nursing) is clearly included in and mapped to module content in the module specifications. (SFNME R5.1; SPNP R2.11)</p> <p>Condition three: The AU programme team must provide programme specifications and information in student facing documentation which details the structure of the part-time route (including RPL). This must include the total programme length, achievement of 4600 hours and the equal balance of theory and practice. (SFNME R5.7; SPNP R2.9, R2.12) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: The learning outcomes, reading lists and contact hours are reviewed and corrected to accurately reflect the content and distribution of</p>

	minimum contact hours (but not the totality of hours) of the programme. (University condition)
Date condition(s) to be met:	26 July 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: AU to consider making the digital skills self-assessment tool available to applicants during the admissions process to enhance understanding of capabilities to undertake digital and technological learning in the programme. (SPNP R1.1.7)</p> <p>Recommendation two: Make clear to applicants the expectation of practice learning and experiences for rural placements as an integral part of this programme. (University recommendation)</p>
Focused areas for future monitoring:	<p>Resources for and implementation of simulation and technology-based learning in the programme.</p> <p>Implementation of RPL processes.</p> <p>The development of inter-professional learning (IPL) within the curriculum.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised university academic regulations allow no more than 50 percent RPL to be applied. The RPL process includes verification of accredited theory and practice learning hours and mapping to the EU directive. Information is published to applicants through the AU web page and student handbooks. Condition one is met.

Mapping of programme content and revised module specifications demonstrate that the content for nurses responsible for general care (adult nursing) is included. Condition two is met.

Revised programme specifications and information to students details the structure of the part-time route. This details the structure of the part-time route, overall programme length, including hours attributed to RPL and the equal balance of theory and practice. Condition three is met.

Documentation signed by the AU faculty pro vice-chancellor and registrar confirms that the university condition is met. Condition four is met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	26 July 2021

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
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018)
Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's strong evidence of effective partnership at a strategic level. AU tell us that preparation for NMC their EI and pre-registration nursing programme approval began over two years ago with the support of local health boards and the wider community. Senior nursing leaders and service users and carers (SUCs) confirm that they're excited to have a nursing programme that will meet

local workforce plans and reflect population needs, including experience in rural health communities. There's clear partnership working with HEIW to support the development of nursing. AU are awaiting final confirmation of commissioned student places. They're members of the HEIW led all Wales nursing and midwifery pre-registration group and the Council of Deans of health Wales. These partnerships provide strategic forums to share and discuss the safety, quality and provision of healthcare education across Wales and informs ongoing programme development and achievement of the NMC quality assurance framework.

The programme development is led by a dedicated AU nursing project board. There are clear processes for co-production with PLPs, SUCs, students, academic representatives from AU and local colleges. Documentary evidence and meetings at the visit demonstrate that a wide range of stakeholders are included through meetings, focus groups and stakeholder events. Programme documentation and discussions with SUCs confirm their active involvement in the programme design and development and their desire to be active partners in the recruitment, teaching and assessment of students. The service user public engagement strategy sets out expectations and outlines ongoing SUC involvement regarding curriculum design, recruitment and marketing activities, selection events, teaching delivery and scenario workshops. SUCs tell us that they feel highly valued and look forward to being an integral part of the programme. They confirm that there's preparation and training available to support them in their role.

AU has established good PLP partnerships to ensure safe and effective practice learning. There's strategic coordination of placement capacity and practice learning through HEIW and the all Wales senior nurse forum. Documentary evidence and meetings with stakeholders demonstrate close collaboration with PLPs other AEs and further education colleges who are using practice placements. PLPs from three health boards tell us that they're confident there's placement capacity for AU students in both fields of practice. There's a commitment to offer these over a wide geographical area. Programme documentation demonstrates that a variety of practice placements are planned. Meetings with PLPs confirm that practice placements will provide students with the appropriate opportunities to meet the FN:SPRN. PLPs recognise their key role in recruitment to the programme and their ongoing contribution to teaching and programme management and evaluation. They tell us that they're involved in programme development and will contribute to the delivery of specialist subjects within the curriculum.

There's a documented IPL strategy. Although there are no other healthcare students at AU, there's a clear development of collaborative relationships with the established community and rural education route. This allows medical students placed locally and AU nursing students to experience joint IPL opportunities. This includes taught classroom-based subjects and mock scenario-based clinical learning. There's consultation to ensure that the

development of simulated learning resources at AU informs the IPL needs of local healthcare students. PLPs also tell us of the innovative opportunities for IPL in the programme. Students are required to record IPL within the all Wales PAD.

AU provides established processes for ensuring student empowerment. There's documentary evidence of processes to assure student and public safety. There's a published complaint, student conduct and fitness for practise process as well as student feedback systems. These are shared with students in the virtual learning environment (VLE) and the student programme handbook. Student feedback mechanisms include the schemes 'tell us now' and 'your voice matters' as well as feedback through module evaluation questionnaires and student and staff consultative committees. AU's documented regulations and quality processes ensure that student feedback informs the ongoing improvement of programmes at operational and strategic levels. A meeting with psychology students confirms that they feel very well supported with good access to student resources to support learning.

AU have adopted the all Wales placement evaluation and feedback documentation and processes in practice placements. There's a concerns escalation process for students and staff. Senior PLPs from one of the local health boards also tell us of a 'speak up safely' approach recently introduced to enable the escalation of concerns, where they feel these have not been met under normal escalation processes. PLP education liaison teams tell us of their established links with AU and tell us of the process of escalation where there are issues relating to student conduct or progress.

Senior nurses also confirm that the process for sharing the outcomes of system regulator reports to ensure safe and effective practice learning. There are regular senior nurse meetings with HEIW where care and quality issues are raised and any implications for safe student learning are acted upon. They also confirm that AU will be notified about any external reports or concerns raised about a practice placement. The process includes joint decision making and agreement of the right alternative placement for students as required. The AU senior team confirm that support services are available for students as needed during this process. The healthcare education team tell us of their role in escalation to the NMC.

There's documented all Wales processes for the preparation of practice supervisors, practice assessors and academic assessors. Practice assessors confirm that there's clear training available for their role and they feel prepared to support AU students. Senior nurses confirm that the process for the development of practice supervisors and practice assessors is included in the expansion of practice placements for AU students. AU have a clear professional development strategy to support the preparation of academic assessors. There's a clear documented schedule and process of communication between practice assessors and academic assessors.

In consultation with the local health boards, PLPs and medical students AU are preparing a healthcare education centre building. This is being refurbished to provide fully resourced skills teaching and simulation facilities and includes an emergency department bay, an assessment unit and a clinical skills lab as well as a computer room and teaching spaces. PLPs also have simulation facilities available on local sites and they tell us of ongoing enhancements to these.

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

MET NOT MET

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

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

- R1.1 Confirm on entry to the programme that students:
 - R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
 - R1.1.2 demonstrate values in accordance with the Code
 - R1.1.3 have capability to learn behaviours in accordance with the Code
 - R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
 - R1.1.5 can demonstrate proficiency in English language
 - R1.1.6 have capability in literacy to meet programme outcomes
 - R1.1.7 have capability for digital and technological literacy to meet programme outcomes.

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

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

R1.4 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 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

MET NOT MET

R1.5 is not met. AU have a published policy for RPL. The policy and process ensure that RPL is mapped against the programme outcomes and academic levels. Applicants submit a portfolio of evidence as part of the application and the programme leader has oversight of the RPL process. The RPL evidence and mapping is externally reviewed for reliability by an external examiner. Documentary analysis doesn't provide evidence that AU policy or guidance to applicants will ensure that a maximum of 50 percent RPL is allowed. There's no

clear evidence that RPL will comply with Article 31(3) of Directive 2005/36/EC. (Condition one)

- 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. Documentary evidence and confirmation at the approval visit provides assurance, that there's a process for NMC registered nurses to achieve RPL that's mapped to the FN:SPRN and the programme outcomes. There's a clear process for RPL which includes submission of a portfolio of evidence. This will be used to map to programme outcomes and SPNP. There's oversight of this by the programme leader with ratification by an external examiner prior to AU approval and the examination board.

- 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. Programme mapping demonstrates the development and achievement of numeracy, literacy, digital and technological literacy to enable the achievement of programme outcomes. Students access the AU VLE and there's a budget in place to support the ongoing purchase of digital and library resources specific to nursing. This includes the purchase of safeMedicate, to support and assess the development of nursing calculations and medicines management. Meetings with the AU senior management team confirms a commitment to ensuring that nursing students are well supported in literacy, numeracy and technological development. Library resources are budgeted for and reviewed annually to support reading lists.

The programme provides learning and teaching strategies to support student literacy and numeracy development. There's a blended learning strategy with face-to-face teaching complemented by access to pre-recorded digital materials. There's a varied assessment strategy that includes the use of digital technology in assessment methods and formative approaches to develop student skills in this

area. AU have a self-assessment of digital capabilities tool to support students in their development.

Documentary evidence and the AU senior management team tell us of the AU commitment to enhance widening participation and inclusivity. Computer and other equipment are available for loan for students in need or to support reasonable adjustments. The programme team tell us of hardship funds and HEIW funding available to support study and travel when placed in practice learning settings away from home. Information and library services provide an induction programme for new and returning students, offering individual, group and digital support. Further academic supervision and module assessment support is provided by personal academic tutors.

PLPs confirm that there's an expectation of engagement in the digital system in healthcare practice placements including use of electronic patient records and documents. Practice placements provide access to digital equipment and resources and students are able to access local health libraries. Literacy, numeracy and digital technology skills are assessed in the all Wales PAD and ongoing record of achievement (ORA). There's clear provision and support for students studying in the medium of Welsh.

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 evaluative 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 existing nursing students for transfer onto the proposed programme

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

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

There are no existing nursing students for transfer onto the SSSA.

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

YES NO

There's insufficient evidence to assure that AU policy or guidance to applicants will ensure that a maximum of 50 percent RPL is allowed. There's no clear evidence that RPL will comply with Article 31(3) of Directive 2005/36/EC. (Condition one)

Outcome

Is the standard met?

MET NOT MET

There's insufficient evidence that AU will ensure that a maximum of 50 percent RPL is allowed. Evidence is needed that RPL complies with Article 31(3) of Directive 2005/36/EC.

Condition one: AU must provide an RPL policy and applicant information that confirms a maximum of 50 percent RPL is applied to the programme. RPL must include a clear process for mapping to the EU directive and the verification of theoretical and practice hours. (SFNME R2.8; SPNP R1.5)

Date: 24 June 2021

Post event review

Identify how the condition(s) is met:

Revised university academic regulations allow no more than 50 percent RPL to be applied. The RPL process includes verification of accredited theory and practice learning hours and mapping to the EU directive. Information is published to applicants through the AU web page and student handbooks. An email confirms that AU executive approval is agreed.

Condition one is met.

Evidence:

Credit transfer and accreditation of prior experiential learning (APeL) process, candidate guide, undated

Email, executive approval of amendment to regulations RPL for nursing scheme, 15 July 2021

Programme mapping document, EU directive, undated

Mapping document, EU hours requirement, nursing, adult field, undated

Draft, web page, part-time students, 7 July 2021

Draft, web page, full-time students, 7 July 2021

Revised, full-time student handbook, undated

Revised, part-time student handbook, undated

Date condition(s) met: 26 July 2021

Revised outcome after condition(s) met:

MET NOT MET

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)
MET NOT MET

R2.4 is met. The design and planned delivery of the programme demonstrates that students will experience all fields of nursing. Module specifications and the programme team tell us of shared learning strategies and content across mental health and adult fields, particularly in parts one and three of the programme. There's also content in modules with regard to nursing across the life span and for people with learning disabilities.

AU curriculum vitae (CV's) and an academic staff recruitment plan demonstrate that there will be a wide range of clinical expertise, to support exposure to all fields of nursing. There's a clear plan that's confirmed by AU senior management for recruiting a wider academic team of adult, mental health and children's field

lecturers prior to student recruitment and commencement on the programme. The programme team and PLP representatives tell us of their commitment to ensure there's also teaching for learning disability nursing.

The placement allocation model supported by AU's placement software and team ensures that students will access a variety of placement experiences, suitable for achieving proficiencies across the lifespan and four fields of practice. There's a hub and spoke placement allocation model to support across field learning experiences. PLPs tell us that the hub and spoke model is well established with other AEs in Wales and there are clear pathways to ensure this exposure. As a minimum all spoke practice placements must meet safety requirements for student learning. The programme team tell us that simulated scenario-based learning will also develop cross field exposure with scenarios provided by PLPs and SUC.

Students will achieve an elective placement as part of the wider exposure to nursing experiences. These are selected by students from an AU approved list to assure practice placement quality and safety. Students may request practice placements outside of the approved list if the programme team are able to assure the quality of the practice placement.

- 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. Programme documentation and evidence provided by meetings with the programme team and PLPs, provide assurance that students will be prepared to enter the register in either the adult or mental health fields of practice. There are field specific programme and module outcomes included. Module specifications demonstrate three 20 credit field specific modules are included in the programme in year two with a further 20 credit module in year three. There are three 60 credit practice modules undertaken in each part of the programme with assessment and achievement of proficiency within the field of practice.

PLPs and the programme team confirm that there's good capacity to provide a range of practice placements for adult and mental health field students. The placement allocation model demonstrates that a range of practice placements are available to support the development of proficiencies, skills and procedures within the field 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 practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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. The indicative content of field specific modules is mapped to timetable delivery to show how specific content for law, safeguarding, medicines administration, pharmacology and medicines administration and optimisation will be included and delivered in the curriculum for adult and mental health fields.

- 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's 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 not met. The programme specification details the programme structure for the full-time route. This confirms that the programme is 4,600 hours long with an equal balance of theory and practice. A three-year programme delivery schedule confirms that the full-time programme is delivered over 65 weeks of theory and 65 weeks of practice across a three-year period. Student facing documentation confirms that full-time students undertake learning over a 37.5 hour week.

The full-time programme route includes nine modules delivered over three years with clear module aims, learning outcomes and content described. There are three 20 credit theoretical modules and one 60 credit practice-based module in each part of the programme. Theoretical and practice hours are detailed in module descriptors. Each 60-credit practice module has 800 practice hours. The delivery schedule of theoretical and practice learning is provided for each part of the full-time programme timetable.

The programme team tell us that the part-time route is designed for applicants with a level four healthcare support worker qualification or equivalent. Applicants are required to undertake the RPL process as part of their application to enter into part two of the programme. The part-time theoretical and practice allocation schedule indicates that students will attend theoretical blocks on a full-time basis, while practice learning is undertaken part-time for 22.5 hours per week. There's no confirmation in the programme specification or part-time student handbook of the overall balance of theory and practice achieved, including any hours required to be achieved through RPL. This needs to be detailed in the programme specification and programme handbook for part-time students. (Condition three)

Learning and teaching strategies in module specifications include lectures, seminars, action learning sets and tutorials, practical and self-directed learning. There's a blend of online and face-to-face delivery that recognises the needs of the anticipated student group and the potential geographical distance of some students from campus. There's a full-time student programme handbook which includes the programme structure and summative assessment for students. The handbook is hyper-linked to the programme specification to provide full details on programme hours, structure and the learning and teaching strategies.

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

R2.11 is not met. There's no evidence of mapping of programme outcomes to the content for nurses responsible for general care, to ensure successful students will meet the registration requirement for entry to the register in the adult field of

practice. The content needs to be clearly presented in module specifications. (Condition two)

- 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

R2.12 is not met. There's no evidence that the part-time programme structure will meet the equivalent of minimum programme length for nurses responsible for general care. (Condition three)

- 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 doesn't lead to registration in two fields of practice.

- 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

The programme doesn't lead to registration in another profession.

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

YES NO

There's no evidence of mapping of programme outcomes to the content for nurses responsible for general care, to ensure successful students will meet the registration requirement for entry to the register in the adult field of practice. The content needs to be clearly present in module specifications. (Condition two)

The programme specification doesn't provide evidence of the part-time curriculum structure. There's no information provided in student facing information to enable students to manage theory and practice learning effectively. (Condition three)

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

There's no evidence that the curriculum meets programme standards related to the mapping of programme outcomes, to the content for nurses responsible for general care.

Condition two: The AU programme team must ensure that the content for nurses responsible for general care (adult nursing) is clearly included in and mapped to module content in the module specifications. (SFNME 5.1; SPNP R2.11)

The programme specification doesn't provide evidence of the part-time curriculum structure. There's no information provided in student facing information to enable students to manage theory and practice learning effectively.

Condition three: The AU programme team must provide programme specifications and information in student facing documentation, which details the structure of the part-time route (including RPL). This must include the total programme length, achievement of 4600 hours and the equal balance of theory and practice. (SFNME R5.7; SPNP R2.9, R2.12) (NMC and university condition)

Date: 24 June 2021

Post event review

Identify how the condition(s) is met:

The programme content for nurses responsible for general care (adult nursing) is mapped to and included in revised module specifications.

Condition two is met.

Evidence:

Programme mapping document, EU directive, undated
 Revised, programme specification, adult nursing, undated
 Revised, programme specification, mental health nursing, undated
 Revised, module specification, introduction to professional practice, undated
 Revised, module specification, innovating practice, undated
 Revised, module specification, transition to autonomous practice, undated
 Revised, module specification, leading professional practice, undated
 Revised, module specification, developing professional practice, undated
 Revised, module specification, enhancing professional practice, undated
 Revised, module specification, understanding the human body, undated
 Revised, module specification, introduction to field specific nursing, undated
 Revised, module specification, complex field specific nursing, undated
 Revised, module specification, pathophysiology of common conditions, undated
 Revised, module specification, compassionate leadership and management, undated
 Draft, timetable, undated

Revised programme specifications for adult and mental health fields include the structure of the part-time route. Part one of the pre-registration programme is achieved through RPL. This is equivalent to 1600 hours and includes verification of 800 hours practice learning undertaken in the previous two years. Parts two and three of the programme are completed part-time over a further two years and seven months and comprise 3,200 hours in an equal balance of theory and practice. Web page information and student handbooks provide part-time students with relevant information to manage learning.

Condition three is met.

Evidence:

- Credit transfer and APeL process, candidate guide, undated
- Programme mapping document, EU directive, undated
- Mapping document, EU hours requirement, nursing, adult field, undated
- Revised, programme specification, adult nursing, undated
- Revised, programme specification, mental health nursing, undated
- Revised, module specification, introduction to professional practice, undated
- Revised, module specification, innovating practice, undated
- Revised, module specification, transition to autonomous practice, undated
- Revised, module specification, leading professional practice, undated
- Revised, module specification, developing professional practice, undated
- Revised, module specification, enhancing professional practice, undated
- Revised, module specification, understanding the human body, undated
- Revised, module specification, introduction to field specific nursing, undated
- Revised, module specification, complex field specific nursing, undated
- Revised, module specification, pathophysiology of common conditions, undated
- Revised, module specification, compassionate leadership and management, undated
- Draft, timetable, undated
- Draft, web page, part-time students, 7 July 2021
- Draft, web page, full-time students, 7 July 2021
- Revised, full-time student handbook, undated
- Revised, part-time student handbook, undated

Date condition(s) met: 26 July 2021

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

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

MET **NOT MET**

R3.1 is met. Documentary evidence and meetings with stakeholders provide evidence that the practice learning opportunities provided will enable students to develop and meet the FN:SPRN.

Placement allocation uses a hub and spoke placement model with nine placement blocks across the programme. These are undertaken over an extended period for part-time students. There’s a placement model for each field of practice which ensures that a range of placements and the allocation is managed through AU’s

dedicated placement software. The programme team and PLPs tell us of the wide range of practice learning opportunities available across mid-Wales in acute, primary and community healthcare settings. There's spoke placements into the social care sector and an opportunity for a self-selected and elective placement.

Rural experience in community settings is an expectation and supports exposure to different fields of nursing across the lifespan. PLPs tell us that this is an essential part of meeting future local workforce needs. The programme team confirm that students will be made aware of the expectation of travel to rural placements during recruitment and confirm that resources are available to support this. Experiences will also include exposure to green and social prescribing activities, to support population health and rehabilitation as part of the strategy of the local health boards.

IPL opportunities in placements account for 20 percent of practice learning hours in the all Wales PAD. This includes a log of experience for students and IPL experiences are recorded in the PAD. Learning hours are monitored by practice supervisors and practice assessors. Practice supervisors and practice assessors give an example of a hub and spoke placement in which mental health students work alongside learning disability nurses, social workers and occupational therapists with a spoke placement provided in the community mental health team. Following the all Wales process, the PAD ensures that practice assessors and academic assessors are able to agree student achievement of the FN:SPRN.

There's a clear process for ensuring that AU have oversight of the quality and variety of placements including elective and self-selected experiences to ensure that they're safe and effective for students. This includes a requirement for educational audits in all hub and some spoke placements. Shorter spoke placements will require a minimum of health and safety assurance.

- 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. Documentary evidence and meetings with stakeholders confirm that students will experience practice learning opportunities, to meet the holistic needs of people of all ages. The hub and spoke placement model allocate students to a variety of acute and community care learning experiences to enable them to meet holistic needs within their field of practice.

Achievement of experience and ongoing achievement of proficiencies is recorded in the PAD and the ORA. There's feedback from a range of SUCs included in the PAD.

AU have adopted the approved all Wales processes for assessing, monitoring and evaluating practice learning experiences; PLPs are established in using these. There's an educational audit process to establish the nature, capacity and quality of practice learning opportunities. PLPs tell us that the educational learning team coordinate the educational audits to ensure that these are available to all AEIs using the placement area.

There's an approved all Wales process for student evaluation of placements. The AU practice learning partnership committee will manage and coordinate the preparation for and the quality of student learning in placements. This includes representation from AU and PLPs. There's a process for students to escalate any concerns identified in placement and processes for practice assessors to escalate concerns about student conduct and performance.

- 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. Nine clinical hub placements will be allocated to all students undertaking the nursing programme. These hub placements will include work experiences in a variety of hospital and community-based settings as well as other environments that may be included in the care pathway. Students will undertake clinical placements within their identified fields of practice in years two and three supported by theoretical modules to help develop field specific knowledge.

Communication and relationship management skills and nursing procedures are assessed in clinical practice, within the requirements of the PAD and the ORA. PLPs tell us that there's opportunities for students to achieve these within placement settings. AU and PLPs tell us that HEIW are working closely with PLPs and AEIs to ensure there's a co-ordinated approach to the assessment of skills and procedures in the PAD.

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

MET **NOT MET**

R3.4 is met. Documentary evidence and meetings at the visit confirm that students will experience a blended learning strategy. This comprises online live and recorded activities as well as face-to-face theoretical and skills learning. The programme team confirm that close attention will be paid to the Welsh medium delivery and student accessibility.

There's a clear plan for the resourcing and implementation of proportional technology enhanced and simulation-based learning, to support the development of adult and mental health nursing students. AU are developing a dedicated simulation and skills health education centre. The team tell us that students will learn skills and procedures throughout the programme. Skills are scheduled to support students in achieving these at the relevant level in practice. Time and content for skills and simulation is evidenced in the planned delivery of theoretical learning. A clinical skills technician will be appointed to support skills and simulation delivery. There will be a range of high and low fidelity resources available. SUCs tell us that they're eager to be involved with simulated practice learning either through, scenario sharing and role play. Simulation is planned with PLPs and other local services as part of an IPL strategy with other professional students placed in the local community.

There's a range of assessments to develop technology enhanced learning including media presentations and an e-portfolio. There's digital learning for medicines management. The PAD requires students to develop digital literacy and technological abilities in practice settings.

- 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. Documentary evidence demonstrates that AU has policies and services for assessment and support for student individual needs and reasonable adjustments in practice. AU has a clear process to support students in establishing learning difference and reasonable adjustment. Discussions with AU and stakeholders at the visit confirms that students will be supported, to establish reasonable adjustments and to disclose these and any other needs and personal circumstances prior to commencing their placement. Disclosure of reasonable adjustments to practice supervisors and practice assessors is also encouraged in the PAD. The all Wales preparation guidelines for practice supervisors and practice assessors includes the support of students' learning needs and reasonable adjustments.

Students can access support and advice regarding their personal, health or academic circumstances from the student support and career services. How to access services and support are clearly detailed in the VLE and the student handbook. Students confirm that AU provide excellent levels of support for any educational needs or special circumstances and all forms of help are clearly signposted.

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

<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> Processes are in place to ensure that students are supernumerary (R3.7) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 24 June 2021</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met:</p> <p>N/A</p>	<p>MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>

<p>Standard 4: Supervision and assessment</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p>

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically:

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

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

Standards for student supervision and assessment, specifically R4.1 – R4.11

Findings against the standards and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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. Documentary analysis and evidence at the visit clearly shows that students will be supported in learning, teaching and assessment by appropriately qualified academic staff. CVs show that the team comprises three NMC registrants who are experienced qualified teachers. They meet the all Wales specification for academic assessors. Two are also fluent in the medium of Welsh and will support Welsh speaking students.

There's a strategic and resource commitment from AU for additional academic and dedicated professional services staff in line with increasing student numbers. AU confirm that further lecturers in adult and mental health nursing are in the process

of being recruited. There's an AU induction and development plan to support new members of the nursing team. AU tell us of the continuing professional development available, including completion of a postgraduate certificate in education as needed. Equality and diversity education is required for staff and SUCs involved in the programme. Practice supervisors and practice assessors are prepared using the all Wales guidance.

Students are allocated a personal tutor to support their personal development throughout the programme. Members of the AU nursing team will be link lecturers and have allocated practice areas. They tell us there will be close liaison with and practice placement support for practice supervisors, practice assessors and students.

Clear processes are in place to enable students, practice supervisors and practice assessors to raise concerns or complaints. Documentary analysis confirms that there's no compensation in assessments across theory and practice learning for the nursing programme.

- 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. AU are adopting the all Wales approach to implementing the SSSA. Documentary evidence demonstrates that the AU practice learning committee has clear terms of reference to manage the partnership governance of practice learning. There are clear lines of communication to assure compliance with the SSSA. AU will also feedback to the all Wales practice learning group.

Information in student facing documentation outlines the roles of practice supervisors, practice assessors and academic assessors. There's all Wales guidance for the preparation of practice supervisors, practice assessors and academic assessors.

PLPs have regular education meetings to review the governance and implementation of the SSSA and are active in preparing and supporting practice supervisors and practice assessors. Documentary evidence and PLPs tell us of the processes to assure that there's sufficient prepared and updated practice supervisors and practice assessors. PLPs hold local practice supervisor and practice assessor registers and databases which are maintained and annually updated. The placement allocation process includes liaison with PLPs to check the availability of practice supervisors and 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

MET NOT MET

R4.4 is met. The student handbook and module specifications provide an overview of the formative and summative feedback strategy. Documentary analysis demonstrates that students are provided with formative feedback opportunities, that contribute to each theoretical summative assessment. This includes discussion of assessment plans and draft extracts from written work. Students are encouraged to reflect on feedback provided to them in module assessments. Students tell us that they're very impressed with the quality and quantity of feedback they receive.

There's a formative and summative practice assessment strategy available for students. The PAD and the ORA documents use feedback processes which are recorded in learning contracts, professional attitudes and behaviour assessments and additional practice learning records where feedback and communication is also evidenced. Feedback is formally provided at least three times during each placement. Students receive feedback from SUCs, on a minimum of three occasions each year and a selection of appropriate feedback documents are available for students to use in the PAD and the ORA.

Documentation and discussions at the visit confirm SUCs and members of the public are aware of their role and are encouraged to participate in feedback to students through supervision and assessment processes.

- 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. Programme and modules outcomes and practice documents are mapped to the FN:SPRN. There's a mapping document for each field of practice.

Mapping documents provide assurance that the programme is designed to enable students to meet the FN:SPRN throughout the programme.

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
- 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: 24 June 2021

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 award with registration as a nurse in the full-time or part-time programme.

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: 24 June 2021

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
<p>List additional documentation:</p> <p>Post visit documentation: Credit transfer and APeL process, candidate guide, undated Email, executive approval of amendment to regulations RPL for nursing scheme, 15 July 2021 Programme mapping document, EU directive, undated Mapping document, EU hours requirement, nursing, adult field, undated Revised, programme specification, adult nursing, undated Revised, programme specification, mental health nursing, undated Revised, module specification, introduction to professional practice, undated Revised, module specification, innovating practice, undated Revised, module specification, transition to autonomous practice, undated Revised, module specification, leading professional practice, undated Revised, module specification, developing professional practice, undated Revised, module specification, enhancing professional practice, undated Revised, module specification, understanding the human body, undated Revised, module specification, introduction to field specific nursing, undated Revised, module specification, complex field specific nursing, undated Revised, module specification, pathophysiology of common conditions, undated Revised, module specification, compassionate leadership and management, undated Draft, timetable, indicative content, undated Draft, web page, part-time students, 7 July 2021 Draft, web page, full-time students, 7 July 2021 Revised, full-time student handbook, undated Revised, part-time student handbook, undated Executive document signed by the AU faculty pro vice-chancellor and registrar confirming the university condition is met, 7 July 2021</p>		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Psychology, 2018 x two Psychology, 2020 x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings: Video tour and photographs of healthcare education building demonstrating space and plans for the proposed simulation and skills facilities. Photographs of placement areas demonstrating location and nature of placement. Promotional video for nursing in Wales demonstrating the nature of rural placements. Screenshots of virtual learning environments and resources.		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		

None identified.

If you stated no above, please provide the reason and mitigation:
There are no system regulator reports provided.

Additional comments:
None identified.

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Issue record

Final Report

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