Nursing & Midwifery Council

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Programme Major Modification report

Section one

Programme provider name:	University of Sheffield
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	The Rotherham NHS Foundation Trust Sheffield Teaching Hospitals NHS Foundation Trust Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Rotherham Doncaster and South Humber NHS Foundation Trust Barnsley Hospital NHS Foundation Trust South West Yorkshire Partnership NHS Foundation Trust
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☒ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Current AEI programme title(s): *Please include the title of the programme(s) affected*	BMed Sci (Hons) Nursing (Adult) MMedsci Nursing (Adult) BMedSci (Hons) Nursing (Adult) Apprenticeship route

by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)	
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	BMedSci (Hons) Nursing (Adult) apprenticeship route (3 year full time) MMedSci Nursing (Adult) Registered Nurse apprenticeship route

Academic levels of current programme:

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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

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Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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

	☒ N/A
Programme start date:	*Insert date below for each relevant route*
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	4 October 2021
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	14 June 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: David JG Clarke

Summary of review and findings

The University of Sheffield (UoS) is an approved education institution (AEI); the division of nursing and midwifery (the division) present a major modification to the pre-registration nursing (adult) degree apprenticeship programme. The original Nursing and Midwifery Council (NMC) approval on 12 September 2019 was for a Bachelor medical science (BMedSci) Honours (Hons) nursing (adult). A further modification on 2 July 2020 approved a master's medical science (MMedSci) nursing (adult) route and on 3 September 2020 a BMedSci (hons) pre-registration nurse degree apprenticeship part-time route was approved.

The major modification is for the addition of a two-year pre-registration MMedSci adult nursing integrated apprenticeship programme to commence on 29 November 2021 and a three-year BMedSci (hons) adult nursing full time integrated apprenticeship to commence on 4 October 2021. Students will study full time and be supernumerary in practice placements. The incorporation of a maximum of 300 simulated practice hours to the NMC approved three and four-year pre-registration nursing programmes and a maximum of 200 hours to the two-year programmes is also presented.

Students undertaking the two-year pre-registration MMedSci adult nursing apprenticeship programme, through the recognition of prior learning (RPL) process, demonstrate 650 hours of theoretical learning experiences mapped against the programme outcomes. After a successful interview, applicants are required to submit a portfolio as part of the RPL process. In addition, students must present evidence of 650 hours practice learning achieved in an appropriate adult field care setting. RPL equates to year one of the pre-registration nursing programme.

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

There's an effective working relationship between the division and employer partners (EPs). A partnership approach to the development of the programme is evident. EPs supporting the programme have provided formal partnership commitment agreement which are: The Rotherham NHS Foundation Trust, Sheffield Teaching Hospitals NHS Foundation Trust, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Rotherham Doncaster and South Humber NHS Foundation Trust, Barnsley Hospital NHS Foundation Trust and South West Yorkshire Partnership NHS Foundation Trust. EP representatives attending the modification visit confirm their support and commitment to the programme.

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UoS and EPs confirm that any issues that arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Assurance is provided that the risks associated with these are effectively managed, to ensure student protection in practice learning environments and ensure public protection.

UoS works collaboratively with other AEIs to form the Midlands, Yorkshire and east of England practice learning group (MYEPLG) who coordinate regional implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). MYEPLG oversee the preparation of practice supervisors and practice assessors in supporting student practice learning experiences. MYEPLG have developed and implemented the Midlands, Yorkshire and east practice assessment document (MYEPAD) and ongoing achievement record (OAR). Students, practice supervisors and practice assessors access the MYEPAD via the online platform Pebblepad.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA are met at programme level.

The modification visit is undertaken remotely during the COVID-19 pandemic.

One NMC recommendation is made.

The modification 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 ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:**

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	None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: Work with EPs and practice learning partners (PLPs) to evaluate the introduction of SSSA. (SPNP R4.2)
Focused areas for future monitoring:	Monitoring practice learning experiences for apprenticeship students and how this data is used to prepare practice supervisors and practice assessors. Supernumerary status of apprentice students in practice learning.

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

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* *(NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses* *(NMC, 2018)* *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018)

NMC Programme standards

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

There's an effective working relationship between the division, EPs and PLPs. Strategic and operational meetings are held regularly between UoS, EPs and PLPs and provide an oversight and shared ownership of the programme. There's evidence that this partnership approach ensures a joint approach is taken to address any significant issues impacting on practice learning environments. Programme documentation and the modification process demonstrate that there are effective communication strategies in place between all levels of stakeholders. There are robust quality assurance processes to oversee the quality of practice learning environments, enabling students to achieve the FN:SPRN. Documentary evidence and the modification visit identifies EP support for the apprenticeship routes. The programme team and EP representatives confirm that the south Yorkshire and Bassetlaw consortium works closely with EP's local AEIs. EP representatives are supportive of the proposed apprenticeship routes and tell us how these will support their workforce development needs.

Programme documentation details how students can raise any concerns. Students tell us that they're encouraged to raise concerns through practice supervisors, practice assessors, link lecturers and academic assessors or practice placement facilitators. Students and the programme team confirm that students engage in reviews of their programme of study and are encouraged to provide feedback on theory and practice learning experiences. Students confirm that they feel supported in both theory and practice learning. They confirm that there's support in practice learning environments from UoS, practice supervisors, practice assessors and EP practice facilitators. Students describe their positive experience of the practice supervisor and practice assessor roles. They tell us that the SSSA allows learning from more registrants and wider healthcare and social care professionals. The modification visit confirms that students are involved in the development of the proposed routes; they view the proposals positively. Students

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tell us that they would have been interested in the apprenticeship route at degree and master's level.

Students and EP representatives view the simulated practice hours positively. Students evaluated a recent Telehealthcare simulation experience supported by service users and carers (SUCs) very well. Students tell us that SUCs contribute to the programme. To support simulated hours additional SUCs will be recruited as part of the UoS Patients as Educators (PE) programme. SUCs also contribute to student feedback in the MYEPAD.

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: MET ☐   NOT MET ☐ N/A

Student journey through the programme
Standard 1: Selection, admission and progression

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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

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

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values

and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

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

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2005/36/EC. The UoS policy and process for RPL for each route of the programme details the roles and responsibilities of those involved in the RPL decision making process. RPL claims are managed on an individualised basis and applicants are supported through the process by the programme admissions tutor. Information on RPL is available for prospective students.

The MMedSci route is the equivalent of 4,600 hours; 2,300 hours of theory and 2,300 hours of practice learning, and RPL is compulsory for this route in order to achieve this. There's a RPL portfolio of evidence that's a requirement for entry to the programme. The portfolio is marked by the admission tutor and programme leader, verified by an external examiner and ratified by an assessment board. Applicants are required to have a minimum of a second-class honours degree in a relevant subject, which is capable of being mapped against the theoretical content and learning outcomes for year one of the BMedSci. Applicants must demonstrate portfolio evidence of the equivalence which is assessed at academic level six. They must indicate how their first degree has prepared them for the programme. A record of practice episodes form part of the RPL portfolio of evidence that must demonstrate 650 employer verified practice hours, achieved within five years of entry to the programme.

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

  MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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 students who will transfer onto the proposed apprenticeship routes.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.
The SSSA is applied to the approved programme.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 14 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: N/A	**MET** ☐	**NOT MET** ☐

Standard 2: Curriculum

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

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

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

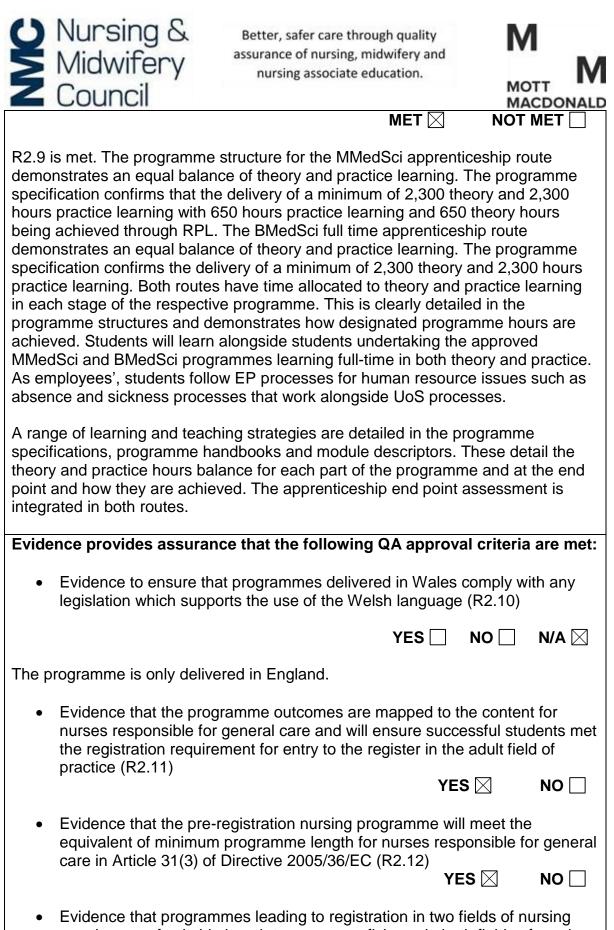- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

  MET ☒   **NOT MET** ☐

R2.4 is met. The design of the programme addresses a range of theoretical subject areas including nursing skills and knowledge, communication, professional issues, anatomy and physiology, pharmacology, health and health promotion. Module descriptors contain learning outcomes and content that represent theory and practice across the four fields of nursing. The UoS practice placements team works in partnership with local AEIs to identify placement capacity and provide students with a range of practice learning experiences across all four fields of nursing practice. Students undertaking the proposed apprenticeship routes will study alongside students on the approved programmes.

- 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** ☐

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R2.5 is met. Unchanged through this modification.

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. There's evidence of mapping in the programme design ensuring field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in both proposed routes. The programme team tells us and documentary evidence confirms that these are applied in module delivery. There's evidence these subjects are applied to field specific content. Students are assessed against this content in practice in the MYEPAD.

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

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

R2.9 is met. The programme structure for the MMedSci apprenticeship route demonstrates an equal balance of theory and practice learning. The programme specification confirms that the delivery of a minimum of 2,300 theory and 2,300 hours practice learning with 650 hours practice learning and 650 theory hours being achieved through RPL. The BMedSci full time apprenticeship route demonstrates an equal balance of theory and practice learning. The programme specification confirms the delivery of a minimum of 2,300 theory and 2,300 hours practice learning. Both routes have time allocated to theory and practice learning in each stage of the respective programme. This is clearly detailed in the programme structures and demonstrates how designated programme hours are achieved. Students will learn alongside students undertaking the approved MMedSci and BMedSci programmes learning full-time in both theory and practice. As employees', students follow EP processes for human resource issues such as absence and sickness processes that work alongside UoS processes.

A range of learning and teaching strategies are detailed in the programme specifications, programme handbooks and module descriptors. These detail the theory and practice hours balance for each part of the programme and at the end point and how they are achieved. The apprenticeship end point assessment is integrated in both routes.

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** ☒

The programme is only delivered in England.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

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The programme leads to registration in adult nursing only.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES ☐   NO ☐   N/A ☒

The programme leads to registration in nursing only.

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	**MET ☒**	**NOT MET ☐**
Date: 14 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: N/A	**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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.4 is met. There's documentary evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programmes.

There's an established virtual learning environment (VLE), Blackboard, which provides students with an online platform to support their learning and preparation for practice learning. The VLE includes educational resources, activities and assessments linked to each of the programme modules. Students tell us that technology enhanced learning is available to them in practice learning settings. Students confirm that they are prepared to use these technologies during programme induction and theory-based learning.

There's documentary evidence of a cohesive strategy to support the inclusion of simulated practice learning hours across the programme routes. UoS confirm that additional staff have been recruited to support this activity including a digital learning facilitator. EPs tell us that they are supportive of the inclusion of simulated practice learning hours. Students tell us that EP support and the experience of a simulated practice learning environment is a good experience which involves SUCs. Additional SUCs will be recruited as part of the UoS PE programme. To further support the inclusion of simulation hours students will experience learning with high fidelity training manikins, Telehealthcare and SUCs from the PE programme.

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

  MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to practice learning are met **YES** ☒ **NO** ☐	
Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met **YES** ☒ **NO** ☐	

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 14 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 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards framework for nursing and midwifery education_ R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards for student supervision and assessment_ R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the _Standards of proficiency for registered nurses_ and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

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

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education.* (R4.1)
  MET ☒   **NOT MET** ☐

R4.1 is met. Unchanged through this modification.

- 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. Implementation of the SSSA is the outcome of effective collaboration with other AEIs, EPs and PLPs across the region. EPs and students tell us that the SSSA is becoming embedded across organisations, with preparation, regular updates and ongoing support for practice supervisors and practice assessors. It's recommended that UoS work with EPs and PLPs to evaluate the introduction of

the SSSA. (Recommendation one) Students undertaking apprenticeship routes undertake a number of placements outside of their place of employment. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in the MYEPAD.

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)

<div align="right">YES ☒   NO ☐</div>

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

- There 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)

<div align="right">MET ☒   NOT MET ☐</div>

R4.4 is met. Programme documentation confirms that the learning and teaching strategy and module descriptors include details of formative and summative assessment methods. EPs, practice supervisors and practice assessors tell us that they understand the practice assessment process using the MYEPAD and OAR. Students are supported by academic assessors who conduct tripartite interviews with students and practice assessors. Academic assessors are members of the programme team who collate and confirm the practice assessment outcome.

The MYEPAD contains a SUC feedback element that's used as one of a range of ways students receive feedback from SUCs whose care they have participated in. Students can receive SUC verbal feedback, which is recorded by students in their written reflections and by practice assessors on feedback forms included in the MYEPAD. Feedback from practice supervisors in multi-disciplinary settings is recorded in the MYEPAD.

- 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)

<div align="right">MET ☒   NOT MET ☐</div>

R4.5 is met. Unchanged through this modification.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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** ☐

Not reviewed as part of this major modification review.

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: 14June 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: N/A	**MET** ☐	**NOT MET** ☐

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award
If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

	YES ☐	NO ☐	N/A ☒

There's no fall-back exit award that leads to registration with the NMC as a nurse.

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: 14 June 2021		

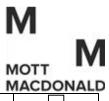| **Post event review**		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

Section four

Sources of evidence

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

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

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	YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐

If you stated no above, please provide the reason and mitigation:
Apprenticeship routes are only proposed.

List additional documentation:
None identified.

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BMedSci nursing, adult, year one x two BMedSci nursing, adult, year two x three		
Service users and carers	☐	☒
If you stated no above, please provide the reason and mitigation: Apprenticeship routes are only proposed. Service users weren't required for this major modification approval event.		
Additional comments: None identified.		

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

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

Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC quality report, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, 19 February 2020 CQC quality report, Sheffield Health and Social Care NHS Foundation Trust, 30 April 2020		
If you stated no above, please provide the reason and mitigation: UoS is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	David JG Clarke	Date:	15 June 2021
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Submitted by:	Aman Dhanda	Date:	3 August 2021
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