![NMC Nursing & Midwifery Council]

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme Major Modification report

Section one

Programme provider name:	University of Stirling
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc Nursing - Adult BSc (Honours) Nursing – Adult BSc Nursing – Mental Health BSc (Honours) Nursing – Mental Health
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

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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*	N/A

Academic levels of current programme:	

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

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

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

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

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

Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	5 May 2020
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	8 January 2024
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	8 January 2024
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	

Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	12 September 2023
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Jenny Pinfield

Section two

Summary of review and findings

The University of Stirling (UoS) is an established approved education institution (AEI). The pre-registration nursing programme is approved for adult or mental health fields of nursing since 5 May 2020. The following full-time routes are approved; a three-year Bachelor of Science (BSc) nursing (adult or mental health field) and a four-year BSc (Honours) (BSc (Hons)) nursing (adult or mental health field) against the Standards for pre-registration nursing programmes (SPNP) (Nursing and Midwifery Council (NMC) 2018, updated 2023) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The programme is delivered at the Stirling campus.

The AEI is a member of the national Scottish practice assessment document (PAD) group working with other AEIs across Scotland.

The UoS present a major modification to the pre-registration nursing programme for all approved routes and fields. The purpose of this modification is to substantively deliver 160 hours of simulated practice learning (SPL) as part of the total practice learning hours in each route. The UoS has been delivering 120 hours of SPL contributing to practice learning hours under the NMC recovery standards RN5 and RN5.1 across all programme routes. The modification process confirms SPL has been evaluated, further developed and contextualised and is delivered virtually in year one of all pre-registration nursing programme routes. This modification is to substantively approve SPL for ongoing delivery in the programme. The modification process confirms this will consist of four weeks of 40 hours of virtual SPL.

The modification is designed to meet the SPNP and the FN:SPRN.

Documentary evidence and the modification process confirm that there's collaborative working between the UoS, practice learning partners (PLPs) and other stakeholders.

Documentary evidence confirms UoS has comprehensive policy and processes to ensure the learning culture is ethical, open and honest and is conducive to safe and effective learning, respecting the principles of equality, diversity and inclusion (EDI). UoS currently provide EDI data at a departmental rather than individual course level; this data indicates attainment is consistent across individuals who identify with specific protected characteristics. Student diversity, and in particular addressing gender imbalances on courses where there are significant imbalances currently, including nursing, has been identified as a priority for action within the AEI.

The modification is undertaken as a desktop review.

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

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The modification is recommended for approval subject to one NMC condition. One NMC recommendation is made.

Updated 2 October 2023:

Evidence is provided to meet the NMC condition.

The condition and related standards/requirements are met.

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

	Education governance: management and quality assurance: Condition one: Provide a programme specification document, which confirms the place of SPL in the curriculum and the number of practice learning hours delivered through simulation, (SPNP R2.9)
Date condition(s) to be met:	2 October 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider developing a SPL strategy providing the context and future development of SPL across the programme. (SPNP R2.10)
Focused areas for future monitoring:	Implementation of the SSSA within SPL. The involvement of people who use services and carers (PUSCs) in the development and delivery of SPL.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Programme specifications for BSc nursing (adult/mental health) and BSc (Hons) nursing (adult/mental health), confirm the inclusion of 160 hours of SPL in year one of the programme to complement and enhance practice learning experiences. The programme documentation explains SPL will support students to augment their knowledge, behaviours and skills within diverse areas of practice, and experience situations less frequently encountered in the practice learning setting. Condition one is met.	
AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	AEI programme titles 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:	2 October 2023

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *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, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme 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 people who use services 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 people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

There's documentary evidence that the UoS is committed to working in partnership with all stakeholders including practice learning partners (PLPs), students and PUSCs.

The documentary evidence and modification process confirm collaboration in the development, delivery and evaluation of SPL, with a working group established to develop the virtual SPL weeks which includes PLPs, nursing students and PUSCs.

PLPs are central to the delivery of the virtual SPL, ensuring it reflects the needs of contemporary practice learning for nursing.

SPL is designed and delivered on a digital platform and is based on an observation placement. The scenarios are developed collaboratively with PLPs and PUSCs and facilitate student engagement with clinical staff, PUSCs and

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academic staff. The faculty learning technology and design specialist works in partnership with the team to facilitate an immersive, interactive and experiential learning environment to enhance students' digital literacy. Programme documentation highlights how virtual SPL provides equity of practice learning for all students, providing a unique opportunity to focus on key clinical areas/situations to allow for meaningful practice learning.

Programme documentation describes the educational audit process to be applied to the virtual SPL environment. The audit uses an established audit tool that aligns to the quality standards for practice learning (NHS Education for Scotland, 2021).

Academic staff and PLPs are suitably prepared as practice supervisors to facilitate SPL and assessment.

Documentary evidence and the modification process confirm how students are prepared for virtual SPL and the process for student evaluation of their virtual SPL experience. Documentary evidence provides positive student evaluation of virtual SPL, introduced as part of the NMC recovery standards RN5 and RN5.1.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023). Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC 2018, updated 2023).

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 people who use services 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** ☐

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

  YES ☒   **NO** ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (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 (R1.5)
  MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)
  MET ☒   **NOT MET** ☐

R1.6 is met. 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.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.

| No students will transfer. SPL has been delivered to all students under RN5 and RN5.1. Substantive approval of SPL applies to all future students. |

| **Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC 2018, updated 2023).** |

| **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.**

Programme supervision and assessment is already aligned to 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** ☐ |

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

Date: 12 September 2023 |
| **Post event review** |
| **Identify how the condition(s) is met:**

N/A |
| **Date condition(s) met:**

N/A |
| **Revised outcome after condition(s) met:** **MET** ☐ **NOT MET** ☐

N/A |

| **Standard 2: Curriculum** |
| **Approved education institutions, together with practice learning partners, must:**
R2.1 ensure that programmes comply with the NMC _Standards framework for nursing and midwifery education_
R2.2 comply with the NMC _Standards for student supervision and assessment_
R2.3 ensure that programme learning outcomes reflect the _Standards of proficiency for registered nurses_ and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing |

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

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

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

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

R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies

R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment

R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours

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, R2.15, R2.16, R2.19, R2.20; 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 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 (R2.3)

  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. Unchanged through this modification.

- 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. 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 how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (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. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☐   **NOT MET** ☒

R2.9 is not met. Documentary evidence and the modification process confirm the delivery of SPL as practice learning hours. Module specifications for two modules are updated to provide evidence of SPL hours across year one. A programme planner indicates that virtual SPL contributes 160 hours to year one practice learning hours. The programme specifications for the BSc nursing (adult/mental health) or BSc (Hons) nursing (adult/mental health) aren't updated to confirm the place of SPL in the curriculum or in relation to the delivery of practice learning hours. (Condition one)

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET ☒   **NOT MET** ☐

R2.10 is met. Documentary evidence and the modification process presents 160 hours of virtual SPL in year one of all pre-registration nursing programme routes. Programme documentation indicates that this consists of four weeks of 40 hours of SPL. Each week has a specific focus; maternity, child health, learning disability and community care. Examples are provided for the maternity and learning disability weeks, including timetables.

Documentary evidence confirms SPL identifies learning outcomes and is mapped to the FN:SPRN.

SPL is designed and delivered on a digital platform and is based on an observation placement. The scenarios are developed collaboratively with PLPs

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and PUSCs. The programme team may wish to consider developing a SPL strategy to provide context and guide future development of SPL across the programme. (Recommendation one)

The co-design and co-delivery of virtual SPL with PLPs and PUSCs ensures it mirrors what a year one student is expected to observe, participate in and reflect on.

In the maternity virtual SPL week, students follow a fictional couple expecting their first baby through their pregnancy journey, giving students a unique opportunity to gain an understanding of the needs of pregnant women and their families and understand the provision of antenatal, intrapartum, postpartum, and neonatal care by the midwife. The SPL week focusing on learning disability allows students to virtually follow the experiences of a range of multidisciplinary team members and PUSCs working and/or living with an individual with a learning disability, with the key skills threaded through the week being communication skills and developing therapeutic relationships.

The faculty learning technology and design specialist works with the team to facilitate an immersive, interactive and experiential learning environment to enhance students' digital literacy. Dedicated SPL electronic PAD (e-PAD) documentation includes an orientation to the virtual SPL setting. It provides opportunity for students to complete a preliminary meeting, record the name of the practice supervisor and practice assessor and to reflect on their learning.

Prior to completing virtual SPL, students are prepared by attending an information session, with further guidance provided in the student facing information in the practice learning handbook.

There's a process for monitoring and recording student engagement with SPL as well as certification provided as evidence of completed simulated learning. Virtual SPL mirrors a real shift pattern. Students are required to attend for the allocated hours in real time as they would on a physical placement. Assessment of SPL uses a range of strategies including reflection and quizzes and learning is recorded in the e-PAD.

Student evaluations of the virtual SPL tells us they value the learning during the virtual placement and how they were initially unsure how well the virtual placement would work, but by the end of the first day thought it was amazing and worthwhile, with the staff being really passionate. Student evaluations also tell us the SPL made them more confident interacting with an individual with learning disabilities, gaining a much better understanding of other forms of communication.

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

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nursing associate education.

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.11)

  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in Scotland only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme leads to registration in a single field of nursing.

- 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 ☒

Although SPL is included in practice learning hours in the year one module specifications and programme planner, the programme specification provided doesn't confirm the place of SPL in the curriculum or the relation to practice learning hours. Across the programme all other skills and simulation activities count towards theory hours.

Condition one: Provide a programme specification document, which confirms the place of SPL in the curriculum and the number of practice learning hours delivered through simulation. (SPNP R2.9)
Date: 12 September 2023

Post event review
Identify how the condition(s) is met: Condition one: Programme specifications for BSc nursing (adult or mental health) and BSc (Hons) nursing (adult or mental health), confirm the inclusion of 160 hours of SPL in year one of the programme to complement and enhance practice learning experiences. The programme documentation explains SPL will support students to augment their knowledge, behaviours and skills within diverse areas of practice and experience situations less frequently encountered in the practice learning setting. Condition one is met. Evidence: UoS Faculty of health sciences and sport (FHSS) BSc nursing 2020 programme specification, July 2023 UoS FHSS BSc Hons nursing 2020 programme specification, July 2023
Date condition(s) met: 2 October 2023
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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

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; R2.10, R2.12; 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. Documentary evidence and the modification process confirms the UoS and PLPs are using virtual SPL experiences to facilitate students' development of the FN:SPRN to deliver safe and effective care. The virtual SPL experiences focus on specific areas of practice in four one-week blocks in year one. The team explain how they've specifically designed SPL that contributes to practice learning hours to complement the skills and simulation which contributes to theory hours. Virtual SPL uses scenarios developed by PLPs and PUSCs and allows students to follow the patient journey through a virtual setting. Students have the opportunity to reflect with an identified practice supervisor and complete activities. Documentary evidence and the modification process confirms where students demonstrate the FN:SPRN mapped to virtual SPL. FN:SPRN are signed off by practice supervisors during SPL.

- 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 the modification process confirm that the UoS and PLPs are using virtual SPL experiences to enhance students' experiences of meeting the holistic needs of people of all ages. The four weeks of virtual SPL focus on maternity, child health, learning disabilities and community care. Virtual SPL is mapped to the spiral curriculum approach and contributes to the student's practice learning journey. SPL supports student achievement of identified FN:SPRN across the programme.

- 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 the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

  MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence and the modification process presents 160 hours of virtual SPL in year one across all pre-registration nursing programme routes, which contribute to the total 2300 practice learning hours across the 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: 12 September 2023		

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 constructive 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%

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nursing associate education.

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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.*

Standards framework for nursing and midwifery education, specifically*:*
R2.12; 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

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. Documentary evidence and the modification process confirm all
students are allocated an appropriate practice supervisor to facilitate virtual SPL.
Practice supervisors are suitably prepared practitioners and academic staff. When
academic staff act as practice supervisors, they're not simultaneously the student's
academic assessor. Students record the details of the SPL practice supervisor on
dedicated SPL documentation, which is uploaded to the e-PAD.

Documentary evidence and the modification process confirm there are live touch
points during virtual SPL days, where practice supervisors and students meet

virtually to discuss progress, reflect on their learning and application of learning to practice.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

  MET ☒   **NOT MET** ☐

R4.5 is met. Documentary evidence confirms that all virtual SPL has specific learning outcomes. The learning outcomes for SPL are mapped to the FN:SPRN.

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** ☐

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: 12 September 2023		
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 R2.12, R2.21

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** ☐

- 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. (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** ☐

Unchanged through this modification. BSc (Hons) programme students can exit with a BSc ordinary degree as a fall back award with eligibility for registration with the NMC.

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: 12 September 2023

Post event review
Identify how the condition(s) is met:

N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐ NOT MET ☐
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors (relevant to modification)	☒	☐
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, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) 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, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☐	☒
CV of the registered nurse responsible for directing the education programme	☐	☒
Registrant academic staff details checked on NMC website	☐	☒
External examiner appointments and arrangements	☐	☒

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☐	☒
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI requesting a modification to introduce SPL opportunities only. Review of academic staffing, external examiner arrangements and PLP agreements isn't required. There are no apprenticeship routes in place.		
List additional documentation: UoS FHSS BSc nursing 2020 programme specification, July 2023 UoS FHSS BSc Hons nursing 2020 programme specification, July 2023		
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:		
People who use services and carers	☐	☒
If you stated no above, please provide the reason and mitigation: The modification is processed as a desktop review including a teleconference with the associate dean for professional regulation and governance and associate dean for learning and teaching. Stakeholder meetings are not required.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI and there's no requirement for a review of resources as part of this modification.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Jenny Pinfield	Date:	12 September 2023
Checked by:	Pamela Page	Date:	19 September 2023
Submitted by:	Amy Young	Date:	19 October 2023
Approved by:	Natasha Thompson	Date:	19 October 2023