



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

**Pre-registration nurse qualification leading to:
Pre-registration nursing – Adult
Pre-registration nursing – Mental Health**

Sheffield Hallam University

December 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Sheffield Hallam University City Campus Howard Street Sheffield S1 1WB			
AEI (UKPRN)	10005790			
Name and location of programme delivery partner(s) if not the AEI/EI noted above	Not applicable			
Name of employer partners for apprenticeships	Chesterfield NHS Foundation Trust Sheffield Health and Social Care NHS Foundation Trust Sheffield Teaching Hospital NHS Foundation Trust The Rotherham NHS Foundation Trust			
Approval type	Major modification			
Name of programme				
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	BSc Honours Nursing (Adult) Registered Nurse Degree Apprenticeship BSc - Adult	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc Honours Nursing (Mental Health) Registered Nurse Degree Apprenticeship BSc - Mental Health	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interim awards available (only required if leading to NMC registration)				
NMC programme title	AEI programme title (in full)	Academic level(s)	Full-time	Part-time
There are no interim awards for this qualification that lead to NMC registration.				
Proposed programme start date	3 March 2025			
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes			
Date of visit	6 November 2024			
Visitor team	Registrant Visitors: Dr Shelly Allen and Mrs Katrina Emerson Lay Visitor: Mrs Sarah Mullins			

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers (PSCs), employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place on 6 November 2024.

Context for the review

Sheffield Hallam University (SHU) is building on its BSc pre-registration nursing portfolio with the addition of Registered Nursing Degree Apprenticeships (RNDA) in the fields of adult nursing and mental health:

Pre-registration nursing – Adult: BSc Honours Nursing (Adult)

Pre-registration nursing – Mental Health: BSc Honours Nursing (Mental Health).

In line with the NHS Long Term Workforce Plan, SHU sought to design and develop apprenticeship programmes to allow targeted growth and meet demand for an increased and upskilled workforce.

The learning outcomes of the existing BSc pre-registration nursing programmes are not changing through the modification. However, the modules have been designed differently to meet the Institute for Apprenticeship and Technical Education (IfATE) apprenticeship standard which is mapped directly to the NMC standards for pre-registration nursing programmes. Evidence relating to all standards in Part 3: Standards for pre-registration nursing programmes were reviewed and considered for this major modification.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI's response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
C1	Update course-specific documentation to clearly state that the recognition of prior learning (RPL) capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted up to 50% of the programme.	1.5	NMC only	
C2	Update course-specific documentation to clearly state that the recognition of prior learning (RPL) capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted for more than 50% of the programme for NMC registered nurses, with the maximum being clearly stated.	1.6	NMC only	
Date for all conditions to be met to meet intended delivery date		6 December 2024		

Joint conditions relate to both NMC standards and the AEI's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	It is recommended that the programme team updates its mapping and programme documentation to accurately reflect what content is being delivered and at what point it is being delivered so it is clearly visible to staff and students.	3.3, 4.7	NMC only	
R2	Make explicit within course documentation that students have five years to register their award with the NMC and that in the event of a student failing to register their qualification within five	5.2	NMC only	

	years they will have to undertake additional education and training or gain such experience as specified in the standards.			
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Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standards	NMC only/joint
GP1	The established culture of partnership which has resulted in extensive consultation of the programme team with stakeholders, through the programme development and planned programme delivery.	2.1, 4.1	Joint

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Update course-specific documentation to clearly state that the recognition of prior learning (RPL) that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted up to 50% of the programme.	SHU has updated the course information to include a section on recognition of prior learning (RPL) that clearly states that RPL that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted up to 50% of the programme. The team therefore concludes that the condition is met.
C2	Update course-specific documentation to clearly state that recognition of prior learning (RPL) that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted for more than 50% of the programme for NMC-registered nurses, with the maximum being clearly stated.	SHU has updated the course information to include a section on recognition of prior learning (RPL) that clearly states that RPL that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted for more than 50% of the programme for NMC-registered nurses. The team therefore concludes that the condition is met.

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI/EI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 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</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	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% of the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recognition of prior learning metrics

SHU permits recognition of prior learning (RPL) that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes for 33% of each programme.

For NMC-registered nurses SHU permits RPL that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes for 33% of each programme.

SHU permits recognition of prior learning (RPL) that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes for up to 50% of each programme.

For NMC-registered nurses SHU permits RPL that is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes for more than 50% of each programme up to a maximum of 240 credits at Levels 4 and 5.

Findings

1. The visitor team considered a range of evidence for this standard including the recruitment handbook, course handbook, course descriptor, the RPL policy and relevant course information available on SHU's website. The team met with current nursing students, the programme team and SHU senior managers as well as employer partners (EPs).
2. Considering Standard 1.1, the visitor team reviewed admissions arrangements which confirmed that apprentices are suitable for the programmes on entry.
3. Considering Standards 1.2 and 1.3, the Occupational Health Policy Procedure and the Criminal Records and Declaration Policy demonstrate that there are robust and transparent processes in place to check apprentices' health and character sufficient to enable safe and effective practice on entering the programme through initial health and Disclosure and Barring Service (DBS) checks. Additionally, an employer verification form enables employer partners to confirm apprentices have health and DBS checks in place, including relevant vaccinations, with any issues referred to the partners' occupational health team where appropriate.
4. SHU's declaration of good health and character form provides clear guidance to apprentices of their responsibility to inform SHU of any changes regarding health, character and/or criminal records information, noting that this is a professional requirement that must be completed in order for SHU to confirm and sign the Declaration of Good Character for the NMC. During the visit these processes were confirmed by the programme team, EPs and students as being clear and effectively implemented.

5. Considering Standard 1.4, the visitor team reviewed relevant CVs and heard evidence from the programme team which confirmed suitable arrangements are in place for the registered nurse responsible for directing the educational programme to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.
6. Considering Standard 1.5, the RPL policy and course information clearly indicate that SHU permits RPL that is capable of being mapped to the standards of proficiency for registered nursing. The course information clearly states that RPL of the first year is available and allows mapping of up to 120 first year credits (33% of the programme) which falls short of the required maximum of 50%. Discussion with SHU senior staff and the programme team confirmed that RPL is permitted up to 50% of the programme and this is well-known by all relevant staff.
7. The team therefore has set the **condition C1** that SHU must update course-specific documentation to clearly state that the RPL capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted up to 50% of the programme.
8. Considering Standard 1.6, the team reviewed course documentation which provides no information that additional RPL is permitted by SHU for NMC-registered nurses above 120 first year credits (33% of the programme). However, discussion with SHU senior staff and the programme team confirmed that RPL over 50% of the programme is permitted for registered nurses.
9. The team therefore has set the **condition C2** that SHU must update course-specific documentation to clearly state that RPL capable of being mapped to the standards of proficiency for registered nurses and programme outcomes is permitted for more than 50% of the programme for NMC-registered nurses, with the maximum being clearly stated.
10. Considering Standard 1.7, the team reviewed the range of support available throughout the programme which demonstrates clearly that apprentices are supported to develop their numeracy, literacy and digital and technological literacy throughout the programme.
11. Based on the information made available, the team concludes that SHU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met, subject to meeting Conditions C1 and C2.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	and nursing proficiencies and outcomes are achieved in a nursing context.				
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Curriculum requirements

SHU has designed the programmes each with 4,600 hours of learning, evenly distributed across 2,300 hours of theory and 2,300 of practice.

The programmes both meet the equivalent of minimum length of three (academic) years for full-time programmes, each consisting of 4,600 hours.

Findings

12. The visitor team considered a range of evidence for this standard including the course handbook, course and module descriptors, mapping documents and consultation documentation. The team met with a range of people who use services and carers (PSCs) during the visit.
13. Considering Standard 2.1, the visitor team reviewed a range of course-specific information which did not raise any concerns for the team regarding online compliance with the NMC standards framework for nursing and midwifery education.
14. Consultation documentation outlines the proposed programmes and modifications from the existing degree to the degree apprenticeship and provides evidence of clear consultation by SHU with stakeholders and practice partners. The visitor team met with PSCs who confirmed a strong partnership with SHU and their involvement in the delivery of pre-registration nursing education beyond input at key points such as recruitment and selection, teaching and learning activity and the assessment of students. As also reported for Standard 4.1 below, the visitor team identified that a true partnership exists between SHU and PSCs with extensive consultation having taken place. There is an established culture of partnership which has resulted in extensive consultation of the programme team with stakeholders, through programme development and planned programme delivery, which the visitor team recognises as good practice.
15. Considering Standard 2.2, the visitor team reviewed documentation including assessment of practice documents and module mapping which provides evidence of a comprehensive process to map the delivery and assessment of skills and proficiencies against the Standards for Student Supervision and Assessment (SSSA). Meeting notes demonstrate regional collaboration between SHU and other HEIs and practice partners with clear evidence of co-production of the assessment tools.
16. The Practice Assessment Handbook is appropriate as it clearly sets out expectations from all parties involved in the supervision and assessment of the apprentices including roles and responsibilities of practice supervisors and practice assessors in line with the SSSA.
17. Considering Standard 2.3, module and placement learning maps demonstrate clear mapping of the programmes to the skills and proficiencies identified in Annexes A and B of the NMC standards of proficiency for registered nurses as appropriate to the fields of nursing.
18. Considering Standard 2.4, the visitor team reviewed module documentation which confirmed that generic and field-specific content is provided through set module

content. Additionally, SHU uses a multi-faceted online learning resource that apprentices have access to throughout the programme to support 'all fields' learning. Through a range of case studies, this resource enables apprentices to consider the factors that influence the health and wellbeing of individuals, groups and communities, and supports exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. SHU is in the process of introducing an additional case study that reflects the needs and experiences of people living with a learning disability.

19. Considering Standards 2.5 and 2.6, the course and module documentation detail appropriate exposure to the four fields of nursing practice and the programmes allow students to enter the register in the specific field of adult or mental health nursing.
20. Considering Standard 2.7 and 2.8, the visitor team reviewed module descriptors and comprehensive module mapping provided by SHU which confirms that the content necessary to meet the programme outcomes for each field of nursing practice is fully covered within the programmes. The practice assessment document (PAD) supports the tracking and assessment of all requisite skills and proficiencies.
21. Detailed review of the module descriptors confirms that field-specific content of law, consent, safeguarding, pharmacology and medicines administration and optimisation is covered in the Level 4 and 5 modules: Fundamentals of Nursing Practice, Personal and Professional Development 1 and Developing Nursing Practice, as well as the field-specific Level 6 module: Transition to Registration in Adult Nursing or Transition to Registration in Mental Health Nursing. Additionally, online packages relating to medicines management, pharmacology and preparation for non-medical prescribing are used and completion of these packages is monitored by each apprentice's academic advisor (personal tutor).
22. SHU uses three one-credit modules, Degree Apprenticeship Nursing Placement Parts 1, 2 and 3, which span years 1, 2 and 3 of the programmes, respectively. The team considered these modules to be a positive approach to recognise, with academic credit, apprentices' development of professional attitudes, behaviours, knowledge and skills in preparation for registration with the NMC.
23. Considering Standard 2.9 and 2.12, the course planner sets out SHU's blended learning approach. Each programme is structured with 4,600 hours of learning, evenly distributed across 2,300 hours of theory and 2,300 of practice. Apprentices attend learning blocks at SHU from two to seven weeks spread across the three years of each programme.
24. Considering Standard 2.10, the visitor team reviewed a range of online learning technologies available to students and confirmed that robust processes are in place to track and monitor the learner's engagement and to provide formative feedback and feedforward.
25. Based on the information made available, the visitor team concludes that SHU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

The programmes are structured with 2,300 practice learning hours; no simulated learning counts towards the practice learning hours.

Findings

26. The visitor team considered a range of evidence for this standard including the practice learning induction slides, concerns documentation, mapping documents and consultation documentation. The team met with current nursing students, employer partners (EPs) and a range of PSCs during the visit.
27. Considering Standard 3.1, SHU uses an audit tool to ensure placement partners can provide appropriate and safe practice learning. Induction documentation provided by placement providers demonstrates that apprentices are provided with key practice learning information including details of how to raise a concern and supernumerary requirements. The team reviewed concerns documentation which demonstrates that there is clear guidance on raising and escalating concerns. Students are required to evaluate their placements via an online Practice Assessment Record and Evaluation (PARE) tool at the end of the experience and SHU provides a comprehensive guide to the submission process.

28. Considering Standard 3.2, SHU has reciprocal arrangements with a wide range of placement providers enabling apprentices to have access to a range of learning experiences across all four fields of nursing: adult, mental health, children's nursing and learning disabilities. There has been consultation with employers and placement providers and these practice learning opportunities fully enable students to develop and meet the standards of proficiency for registered nurses as evidenced in the PAD. These placements also provide ample opportunity for students to experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.
29. Considering Standard 3.3, the mapping document sets out opportunities for students to develop communication and relationship management skills and nursing procedures, as set out in Annexes A and B of the standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing. As also noted under Standard 4.7, this mapping did not always reflect what exactly was being delivered and where. Through triangulation at the visit the visitor team was assured that all of the standards of proficiency and Annexes A and B were being delivered within the programme; however, where they were delivered did not always reflect the mapping document. The team heard from representatives of the programme team and EPs who articulated the importance of all skills and provided examples which confirmed that opportunities are available for apprentices to meet all requirements. To ensure these learning opportunities are well-known and can be tracked to the standards of proficiency for registered nurses, the visitor team made a **recommendation (R1)** that the programme team updates its mapping and programme documentation to accurately reflect what content is being delivered and at what point it is being delivered so it is clearly visible to staff and students.
30. Considering Standard 3.4, the team viewed course-specific documentation which sets out the programmes' structures, each with 2,300 practice learning hours. Simulation is available to apprentices to support learning but does not count towards practice learning hours. The documentation demonstrates the process used to monitor placement which is recorded in an ongoing achievement record (OAR) and signed off at the end of each year by the academic assessor with each part signed by the practice assessor. At the end of the programme, the academic assessor signs completion of the OAR to indicate that all requirements have been fulfilled.
31. Considering Standard 3.5, the team reviewed the support available for disabled students and those requiring additional support. Student support documentation demonstrates a range of support processes and opportunities for reasonable adjustments. Nursing lecturers with roles as disability coordinators set out individualised reasonable adjustments for students in a Placement Learning Statement; these may include adjustments such as release from the placement environment to attend medical appointments or negotiation of a pattern of work that enables sufficient rest between each shift. The team heard from EPs who noted that tripartite meetings enable apprentices to discuss any reasonable adjustments with both the apprenticeship coach and the workplace mentor.
32. Considering Standard 3.6, the course handbook clearly states that apprentices are expected to work the shift patterns of their supervisor and that students will experience 24-hour care over a 7-day week while in the practice setting. This expectation that students work the range of hours expected of a registered nurse is supported in the course planner which sets out placement learning across the full programme.

33. Considering Standard 3.7, the visitor team reviewed course-specific information and induction materials which clearly state that students are supernumerary during practice learning. This is clearly stated by SHU and is detailed in the course handbook. The induction slides used by placement providers also clearly note that students will be supernumerary to staffing numbers while on placement. The team heard from current nursing students who confirmed that supernumerary status of placement students and apprentices are clearly understood. Similarly, EP practice assessors and practice supervisors also confirmed that the arrangements for being supernumerary are well-understood and adhered to, adding that the use of different uniforms for apprentices supports this understanding and work rosters are shared in advance which detail who will be on the ward and in what capacity.
34. Based on the information made available, the visitor team considers that SHU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	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%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

35. The visitor team considered a range of evidence for this standard including mapping documents, module descriptors and assessment documentation. The team met with SHU managers and the programme team, current nursing students, employer partners (EPs) and a range of PSCs during the visit.
36. Considering Standard 4.1, the programme mapping documentation demonstrates that teaching, learning and assessment complies with the NMC standards framework for nursing and midwifery education. Additionally, as degree apprenticeships, the programmes have been mapped against the apprenticeship knowledge, skills and behaviours. The team heard from PSCs who confirmed a strong partnership with SHU and their involvement in the delivery of pre-registration nursing education including at key points such as teaching and learning activity, and the assessment

of students. As reported for Standard 2.1, the team identified that this established culture of partnership between SHU and PSCs and the resulting consultation that takes place is **good practice (GP1)**.

37. Considering Standard 4.2, the team reviewed a range of SHU documentation which collectively demonstrates that support, supervision, learning and assessment align with the NMC standards for student supervision and assessment. There has been a regional approach to assessment in practice resulting in parity of assessment across placement providers and co-production of the assessment documentation Midlands Yorkshire and East PAD (MYEPAD).
38. Considering Standard 4.3, the visitor team confirmed from the documentation that the registered nurse responsible for directing the education programme is an NMC registrant.
39. Considering Standard 4.4, module descriptors and assessment documentation outline suitable opportunities for students to receive constructive feedback throughout the programme. The visitor team heard from students who confirmed that regular tripartite meetings with an apprenticeship coach and their workplace mentor also provided feedback on their progress.
40. Considering Standard 4.5, the visitor team reviewed module descriptors and the mapping of learning opportunities to meet the standards of proficiency for registered nurses and programme outcomes and is confident these opportunities are clear and contextualised to the field of practice. Assessments are designed to ensure all learning and proficiencies are met and proficiency in practice is tracked and assessed via MYEPAD.
41. In considering 4.6, the visitor team confirmed that health numeracy assessments related to nursing proficiencies and calculation of medicines, which must be passed with a score of 100%, are included in the one-credit modules: Degree Apprenticeship Nursing Placement Parts 1, 2 and 3.
42. Considering Standard 4.7, the visitor team reviewed the mapping of modules to the skills and proficiencies in the annexes of the standards of proficiency for registered nurses. This evidence confirms that students have ample opportunities to demonstrate communication and relationship management skills and nursing procedures within their fields of nursing practice. As noted in Standard 3.3, this mapping is not comprehensive and does not include all elements such as play therapy and motivational interviewing although representatives from the programme team and PLPs provided examples which confirmed that opportunities exist for apprentices to meet all requirements. The team therefore recommends that SHU complete the mapping and share this with key stakeholders - **recommendation (R1)**.
43. Considering Standard 4.8, the team reviewed the three one-credit modules, Degree Apprenticeship Nursing Placement Parts 1, 2 and 3, which span years 1, 2 and 3 of the degree apprenticeship, respectively. Together with continuous tracking of assessment through MYEPAD, these modules assess apprentices' proficiency in preparation for professional practice.
44. Considering Standard 4.9, the course documentation and mapping information confirms an equal weighting in the assessment of theory and practice.
45. Considering Standard 4.10, apprentices maintain a comprehensive portfolio of their achievements within their ongoing achievement record (OAR) which is signed off by the academic advisor at the end of the programme.

46. Based on the information made available, the visitor team considers that SHU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

47. The visitor team considered a range of evidence for this standard including the course descriptor and course handbook. The team also met with SHU senior managers and the programme team and current nursing students during the visit.
48. Standard 5.1 course documentation reviewed by the team clearly indicates the programmes are bachelor's degrees as these have the required titles and credits.
49. Considering Standard 5.2, the visitor team reviewed student-facing course documentation which states that students have five years to register their award with the NMC. However, the team considered that the information does not clearly articulate the potential requirement for additional education and training after this time. The visitor team heard from students who confirmed their understanding that they would be required to register their qualification with the NMC and noted that this was also discussed at induction; however, they were unclear on the time limit in which to do this, mentioning two years rather than five years. The team therefore made a **recommendation (R2)** that SHU make explicit within course documentation that students have five years to register their award with the NMC and that in the event of a student failing to register their qualification within this time they will have to undertake additional education and training or gain such experience as specified in the standards.
50. Based on the information made available, the visitor team considers that SHU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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