

Major Modification report

Section one

<p>Programme provider name:</p>	<p>Sheffield Hallam University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Sheffield Health and Social Care Sheffield Teaching Hospitals Rotherham NHS Foundation Trust Barnsley Metropolitan Borough Council Rotherham, Doncaster and South Humber NHS Trust South West Yorkshire Foundation Trust Barnsley NHS Foundation Trust Barnsley Hospice Doncaster and Bassetlaw NHS Trust Sheffield Childrens Hospital Trust Bluebell Wood Children's Hospice Broomgrove Trust Bassetlaw GP practices Chesterfield Royal Hospital NHS Trust Riverside Health Care Claremont Hospital The Enable Group - Serco Home Affairs – Doncaster Prison ATP Sheffield Ashgate Hospice ATP Practices John Eastwood Hospice Sherwood Forest NHS Foundation Trust Ramsey Health care Nottinghamshire Health Care Trust Nottinghamshire NHS Foundation Trust Rotherham Hospice St Luke's Hospice The Old Rectory Nursing Home BMI Health Care – Thornbury Hospital Rotherham, Doncaster and South Humber NHS Foundation Trust University of Sheffield</p>
<p>Provision(s) reviewed: Provision: Pre-registration nursing - Adult Title of current programme: MSc Nursing (Adult) Modified programme title(s), if changed: N/A Programme start date: 2 March 2020</p>	

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Modified academic level(s), if changed: N/A

Provision: Pre-registration nursing - Mental Health
Title of current programme: MSc Nursing (mental health)
Modified programme title(s), if changed: N/A
Programme start date: 2 March 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Modified academic level(s), if changed: N/A

Provision: Pre-registration nursing - Child
Title of current programme: MSc Nursing (child)
Modified programme title(s), if changed: N/A
Programme start date: 2 March 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Modified academic level(s), if changed: N/A

Date of review	21 November 2019
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison Lay Visitor: Mary Rooke

Section two

Summary of review and findings

Sheffield Hallam university (SHU), the approved education institution (AEI), faculty of health and wellbeing is presenting a full-time MSc nursing. The MSc route is for adult, mental health and children's fields of nursing practice. The programme is a major modification to the BSc (Hons) nursing, approved on 20 February 2019. Candidates must undertake a recognition of prior learning (RPL) process demonstrating 760 theory hours and 760 practice hours. The learning is mapped to programme outcomes and proficiencies and equate to year one of the BSc nursing programme. In consequence the MSc programme is two years in length.

A key feature of the proposed programme is the integrated care curriculum (ICC) shared with four health and social care professions. The curriculum reflects the integrated care system (ICS): a partnership of 23 NHS, local authority, independent and voluntary organisations in South Yorkshire and Bassetlaw. The South Yorkshire Bassetlaw ICS aims to integrate physical, mental health and social care to give patients a seamless care experience. Practice learning partners (PLPs) supporting the programme are from the same partnership group.

The practice assessment document (MYEPAD) is agreed following collaboration with PLPs and AEIs in the pan-Midlands, Yorkshire and East practice learning group. Documentary evidence and the approval process confirm robust evidence of effective partnership working between the programme team, service users (SUCs), PLPs and students.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018). Documentary evidence confirms the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level.

The major modification to the programme is recommended to the NMC for approval subject to one specific condition. The AEI made three recommendations.

Updated 6 December 2019:

The AEI has provided documentation to meet the NMC condition. The condition is met. The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: Amend programme documentation to ensure all theory and practice RPL requirements are complete and signed off by an external examiner prior to enrolment. (SFNME R2.8; Standards for pre-registration nursing programmes (SPRNP) R1.5)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	<p>6 December 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider amending all programme documentation to reflect the title and origin of the practice assessment document, MYEPAD, correctly. (University recommendation)</p> <p>Recommendation two: Articulate to students the role of the service user in the design and creation delivery teaching experiences on the course. (University recommendation)</p> <p>Recommendation three: Prepare students for placement so they understand their programme (a shortened master's route) in the context of other routes. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Monitor future RPL claims to ensure RPL admission criteria is met prior to enrolment.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Documentary evidence demonstrates all admission criteria for RPL, including 760 hours practice experience, must be achieved prior to enrolment. The condition is met. The programme is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	6 December 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors

is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

The current approval is a major modification of the BSc ICC programme approved on 20 February 2019. Consultation logs and documentation detail discussion, collaboration and co-production between the AEI, PLPs, service users and students in developing the postgraduate master's route. The MSc route is built on work undertaken for the BSc ICC programme.

The MSc shares modules and learning resources with dietetic, occupational therapy, physiotherapy and social work students. The programme team tell us integrated, inter-professional learning is embedded in the culture of the AEI. The programme team, PLPs and students assure us a focus of learning with, from and through others is embedded in the master's route. PLPs tell us the region has adopted integrated care, the provision of seamless health and social care throughout the lifespan. PLPs support the ICC initiative. Students give examples of benefits gained from working with others and recommend the ICC curriculum.

MSc applicants must submit RPL claims. The claim must provide evidence of prior credit bearing learning which equates to 760 theory hours. Applicants must have 760 hours of practice learning experience. This equates to the learning achieved at the end of year one of the BSc programme. PLPs tell us they support prospective candidates needing to gain the 760 hours practice experience. They say early engagement of prospective students with local trusts increases opportunities for future recruitment and retention.

Documentation and discussion confirm PLPs are involved in all aspects of the student journey. Strong, collaborative governance arrangements to manage escalation of concerns and fitness for practice issues are described by all stakeholders. The programme team and PLPs tell us of regular meetings in which any adverse Care Quality Commission (CQC) reporting is discussed together with action planning.

There is an established network of SUCs at SHU. SUCs describe how they are involved in programme management structures including curriculum meetings. SUCs participate in values-based recruitment, where they contribute to the decision to offer a place. SUCs confirm they have annual training which helps them to prepare for undertaking recruitment and programme management activities. SUCs tell us they're involved in assessment and session delivery activities, including practical examinations and conversation-based assessments.

SUCs help write patient scenarios. They consider their contribution is appreciated by students. SUCs feel valued and listened to by the programme team.

Students confirm interaction with SUCs throughout the programme. Students tell us of patient scenarios, feedback from SUCs during placement, and focused learning days such as talking to families and young people from a teenage cancer unit. Students confirm their feedback and evaluations, including those of practice placement areas, are reported at student focus groups. Documentation shows student feedback is fed into programme development and management.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

pre-registration nursing programme

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

Yes

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

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.5 is not met. Programme documentation identifies RPL processes students undertake when applying for the MSc route. Prospective students are required to have a minimum of a second class honours degree, recognised in the United Kingdom. Applicants must demonstrate a minimum of 760 hours care experience, with evidence of having worked with a registered nurse for a minimum of 160 of those hours. Practice experience must be capable of mapping to proficiencies. These are signed off by a registered nurse from the same field of nursing the student will enrol on. RPL is mapped to learning outcomes of the year one, BSc programme. University programme regulations ensure 50 percent maximum RPL is not exceeded.

All students are given an RPL supervisor to help them with their application. Programme documentation and discussion at the approval visit indicates applicants who have achieved more than 160 hours of practice learning, and all clinical proficiencies, may enrol on the programme. Outstanding hours, up to 500, are achieved over the two years of the programme in addition to scheduled programme practice hours. The 760 RPL practice hours are part of the 2300

practice hours. The approval panel consider the RPL process lacks rigour, allowing students to enrol with incomplete practice hours. This must be addressed. (Condition one)

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

Met

R1.6 is met. Unchanged since original approval on 20 February 2019.

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

R1.7 is met. Unchanged since original approval on 20 February 2019. Students will use the approved ongoing achievement record (OAR) and MYEPAD which are mapped to competence outcomes in numeracy, literacy, digital and technological literacy.

The addition of a technology enhancement unit for the faculty has enabled development of an integrated placement website. Here are details of all placements, policies, procedures and resources to enhance the practice learning environment. Some advances in digital technology are introduced to support the ICC. These include 'Google communities' and cloud-based solutions where students interact in 'real time'. Virtual environments are being built to allow nursing and inter-professional exploration of client, patient and family scenarios.

Students assure us they are confident users in digital and technological literacy. Module learning outcomes and programme mapping demonstrates competence and outcomes in numeracy, literacy, digital and technological literacy are developed through the programme.

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

Evidence of processes to ensure that all those enrolled on pre-registration

nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Met

There are no plans to transfer existing students onto the new programme standards. Existing students will remain on the Standards for learning and assessment in practice (NMC, 2018) and arrangements are in place to support this in practice. The programme team and PLPs tell us SSSA outcomes are being introduced in sequence with the newly approved NMC programmes. Programme mapping will allow students with a break in studies to RPL in to the programme. Individualised student journeys will be planned to enable the students to complete the programme.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

Met

Unchanged since original approval on 20 February 2019.

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

No

Programme documentation and discussion at the approval visit indicates applicants who have achieved more than 160 hours of practice learning, and all clinical proficiencies, may enrol on the programme. Outstanding hours, up to 500, are achieved over the two years of the programme in addition to scheduled programme practice hours. The approval panel consider the RPL process lacks rigour, allowing students to enrol with incomplete practice hours. (Condition one)

Outcome

Is the standard met?

Not Met

Programme documentation and discussion at the approval visit indicates applicants who have achieved more than 160 hours of practice learning, and all clinical proficiencies, may enrol on the programme. Outstanding hours, up to 500, are achieved over the two years of the programme in addition to scheduled programme practice hours. The approval panel consider the RPL process lacks rigour, allowing students to enrol with incomplete practice hours.

Condition one: Amend programme documentation to ensure all theory and practice RPL requirements are complete and signed off by an external examiner prior to enrolment. (SFNME 2.8; SPRNP R1.5)

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Condition one: Documentary evidence demonstrates all admission criteria for RPL, including practice experience, must be achieved prior to enrolment. The condition is met.

Evidence

SHU, 061219 SHU response to condition, 6 December 2019

SHU, MSc RPL process post validation, 6 December 2019

SHU, MSc RPL evidence November 19, 6 December 2019

The condition is met.

Date condition(s) met: 6 December 2019

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

R2.14 ensure programmes leading to nursing registration and registration in

another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Unchanged since original approval on 20 February 2019.

The MSc route follows the principles and philosophy of the BSc programme. The programme's shared with allied health professional students, providing many inter-professional learning opportunities. Students tell us patient scenarios are explored in field-specific groups, all nursing groups and with students from other professions. Students confirm practice placement opportunities and simulation-based activities allow them to obtain experiences across all four fields of nursing practice.

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

R2.5 is met. Unchanged since original approval on 20 February 2019.

Documentary evidence demonstrates the MSc nursing programme structure, design and delivery mirrors the BSc programme. Current students tell us how generic lectures are supported by field-specific seminars, enabling them to develop their field identity and skills. Students say their learning makes them confident to practise their professional knowledge and skills within a multidisciplinary team.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

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

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

There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the

register in one or more fields of nursing practice (R2.8)

Met

R2.8 is met. Unchanged since original approval on 20 February 2019.

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

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

Met

R2.9 is met. Unchanged since original approval on 20 February 2019.

The same learning themes are threaded throughout the BSc and MSc programme routes. Core modules have similar learning outcomes but set at different academic levels. Module titles reflect the difference in academic levels between the two routes. All modules on the MSc route are level seven. Programme documentation, including module specifications, programme timetables and practice learning allocations demonstrate theory and practice learning is balanced. Programme hours are 4600.

Students consider the curriculum is balanced. They tell us they are well-prepared to undertake practice learning. They acknowledge there's a range of teaching and learning strategies. Students requested more theoretical anatomy and physiology teaching as much of this is delivered in year one of the BSc programme. The programme team has responded and there's a module based on this subject area in this route.

There's a practice allocation model for programme delivery demonstrating achievement of designated hours for the programme. All practice learning is supernumerary.

Attendance for both theory and practice is closely monitored. For every session missed in theory students must complete 250 words of related learning for each hour missed as part of a learning log. Absence from practice is retrieved during 'flexi-weeks' at the end of each year.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

The programme is delivered in England only.

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

Yes

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

Yes

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)

No

There are routes to registration in one field only.

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

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

R3.5 take account of students' individual needs and personal circumstances when

allocating their practice learning including making reasonable adjustments for students with disabilities

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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

Met

R3.1 is met. Unchanged since original approval on 20 February 2019.

Practice learning opportunities are outlined in programme documentation and provide evidence for how students will meet the Standards of proficiency for registered nurses caring for a diverse range of people, across all the four fields of nursing.

PLPs confirm commitment to ensuring the range of practice placements and capacity are under constant collaborative review.

Students describe accessing quality practice placements, enabling them to meet all the requirements of their programme. Students share their experiences of care across the lifespan and in different contexts.

PLPs meet with students on induction, and in monthly forums where sharing examples of good practice is encouraged. Students tell us they're empowered to speak out if they have concerns, in the university or in practice environments.

CQC quality reports rate Doncaster and Bassetlaw Hospitals NHS Foundation Trust, Rotherham NHS Foundation Trust, and Sheffield Health and Social Care

Foundation Trust as requiring improvement. Partnership actions include close monitoring by SHU's director of placement learning and trust education and placement leads. Joint actions include closely monitoring student experience during practice placement and monitoring their feedback following practice placements, re-audit and focused inductions. We are assured risks to students' practice learning are robustly managed and monitored.

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

R3.2 is met. Unchanged since original approval on 20 February 2019.

MSc students will have two long field-specific practice learning experiences at the start and end of their programme. There are three short practice placements in between, where students are rotated to experience other fields of practice.

Students say reflecting on episodes of care in their PAD enables them to consider the holistic needs of people across the lifespan. The programme team assure us the MYEPAD and OAR are monitored closely by academic assessors.

PLPs and the programme team confirm working collaboratively to assess, monitor and evaluate practice placements.

Students confirm evaluating practice placement experiences. PLPs tell us the results of evaluation are effectively monitored and reported back to them.

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

R3.3 is met. Unchanged since original approval on 20 February 2019.

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

Met

R3.4 is met. Unchanged since original approval on 20 February 2019.

Documentary evidence and the programme team demonstrate simulation-based learning and technology enhanced learning on the MSc route are used effectively and proportionately to support learning and assessment. The programme uses the virtual learning environment, BlackBoard, which includes e-learning packages to complement face to face teaching and learning. Examples are video streaming lectures and accessing web-based resources. Students tell us they value opportunities to access skills 'drop-in' sessions to refine their clinical skills. They cite resuscitation and the deteriorating patient as examples of simulation-based learning they attend in practice. Mapping demonstrates the adult field of practice complies with Article 31(5) of Directive 2005/36/EC.

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

R3.5 is met. Unchanged since original approval on 20 February 2019.

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

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

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

There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. (R4.1)

Met

R4.1 is met. Unchanged since original approval on 20 February 2019.

PLPs describe the collaborative processes they use when concerns are reported about a student's behaviour, conduct or performance. PLPs express confidence in SHU and say any issues raised are dealt with promptly and effectively.

Students confirm support processes from SHU are in place and effective. They know who the link lecturers are.

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

Met

R4.2 is met. Unchanged since original approval on 20 February 2019.

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

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

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

Met

R4.4 is met. Unchanged since original approval on 20 February 2019.

The MSc route assessment strategy differs from the BSc reflecting level seven outcomes.

Students say they receive directive feedback from formative and summative assessments. They identify how formative feedback and exemplars on Blackboard are helpful when an assessment method is new to them. SUCs confirm they provide a formative assessment of student performance through the MYEPAD. SUCs tell us they contribute to summative assessment, for example practice exams. SUCs provide examples of feedback they give to a collective group following interactive sessions with students.

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

R4.5 is met. Unchanged since original approval on 20 February 2019.

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

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

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

Yes

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

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

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

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

Yes

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. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

Documentary evidence and the programme team confirm the provision of any intermediate award does not confer eligibility to apply for registration with the NMC. Intermediate awards are postgraduate certificate of higher education in integrated health and social care and postgraduate diploma of higher education in integrated health and social care.

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

Yes

Outcome

Is the standard met?

Met

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Post visit evidence: SHU, 061219 SHU response to condition, 6 December 2019	

SHU, MSc RPL process post validation, 6 December 2019
SHU, MSc RPL evidence November 19, 6 December 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: All students on the master's nursing programme: Adult field x three students, year two Mental health field x one student in year one, one student from year two Child field x one student from year one, two students from year two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Cheswold Park Hospital, Doncaster, 22 May 2018 Doncaster and Bassetlaw Hospitals NHS Foundation Trust, 10 July 2010 Sheffield Health and Social Care NHS Foundation Trust, 5 October 2018 Rotherham NHS Foundation Trust. 10 October 2018, 13 February 2019	

If you stated no above, please provide the reason and mitigation

Existing AEI, viewing not required.

Additional comments:

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Issue record

Final Report

Author	Maureen Harrison Mary Rooke	Date	26 November 2019
Checked by	Monica Murphy	Date	23 December 2019
Submitted by	Amy Young	Date	6 January 2020
Approved by	Leeann Greer	Date	7 January 2020