Programme Major Modification report

Section one

Programme provider name:	University of Sunderland
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	City Hospitals Sunderland NHS Foundation Trust County Durham and Darlington NHS Foundation Trust Gateshead Health NHS Foundation Trust NHS Sunderland Clinical Commissioning Group North Tees and Hartlepool NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust South Tees Hospitals NHS Foundation Trust South Tyneside and Sunderland NHS Foundation Trust The Newcastle upon Tyne Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐

	Dual award - mental health/learning disabilities ☐
	Dual award - mental health/children's ☐
	Dual award - learning disabilities/children's ☐
Title of current programme(s):	BSc (Hons) Adult Nursing Practice
Title of modified programme(s) if changed:	BSc (Hons) Adult Nursing (blended)

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

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

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

NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Programme start date:	*Insert date below for each relevant route*
RN – Adult	4 May 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	

NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of approval:	15 December 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Angela Hudson

Summary of review and findings
The University of Sunderland (UoS), school of nursing and health science (the school), are seeking approval of a major modification to their existing pre-registration adult nursing programme originally approved on 27 January 2020. The modification is for a three-year full-time blended learning route and a five-year part time undergraduate blended learning route. The blended learning route was proposed by Health Education England (HEE) and delivery awarded to seven selected approved education institutions (AEIs) in England as an alternative route to gain nursing registration. UoS is one of the chosen AEIs. UoS have experience of delivering online, distance and blended learning programmes at both undergraduate and postgraduate levels. The blended learning routes will be delivered online and face to face at the Sunderland campus. UoS have future plans for face to face delivery in Yorkshire and the Humber and London. This modification visit is for Sunderland delivery only. The modification visit is undertaken by remote means due to the COVID-19 pandemic. UoS have a long-standing established partnership with higher education partners (HEPs) who provide instructional design expertise for blended and distance learning programmes in the university. HEPs will provide student support for the blended learning route through student success coordinators (SSCs) whose role is to monitor student engagement, provide pastoral support and guide students to the relevant UoS services. HEPs will be responsible for marketing the blended learning route. There are six entry points planned each year in January, March, May, July, September and November, designed to offer maximum flexibility for students and practice learning partners (PLPs). Each PLP will select the most appropriate entry point for their organisation based on availability of resources and capacity in practice learning settings. There are plans to recruit 40 full-time students and 20 part-time students to this route in the first year. It's anticipated that all six entry points will be utilised by PLPs as the blended learning route expands student numbers. Two entry points in May 2021 and January 2022 are open for recruitment. These two points were selected as there's sufficient practice learning capacity and resources to support students at this time. The school also underrecruit to the pre-registration nursing programme at these two entry points. There's evidence of partnership working with local stakeholders including PLPs, students and service users and carers (known as patient, carer and public

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involvement (PCPI)) in the design and development of the proposed blended learning route.

UoS is a member of the north east England (NEE) practice learning group (NEEPLG) and will use the NEE practice assessment document (NEEPAD) and NEE ongoing record of achievement (NEEORA) for the blended learning route. There's a shared approach with PLPs for the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) and to support the implementation of the NEEPAD and NEEORA.

The route has been mapped to the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for pre-registration nursing programmes (SPNP) (NMC, 2019) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

The route does not meet the requirements of SPNP as a condition applies.

The route meets the requirements of the SFNME and the SSSA.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition and five university conditions. The visitor made one recommendation.

Updated 20 January 2021:

The UoS has provided documentary evidence which demonstrates the joint NMC and university condition is met.

Evidence is provided to confirm all university conditions are met.

The programme is recommended to the NMC for approval.

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

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	Selection, admission and progression: Condition one: Develop criteria for determining digital and technological literacy as part of the recruitment and selection process for the BSc (Hons) adult nursing (blended learning) route. (SPNP R1.1.7) (NMC and university condition) **Practice learning:** Condition two: Programme team to review the opportunities for students to achieve outstanding practice learning proficiencies before the end of each part (stage) of the blended learning route. (University condition) **Assessment, fitness for practice and award:** Condition three: Programme team to review module assessments and produce an indicative assessment, marking and feedback schedule for part one (stage one) of the blended learning route. (University condition) **Education governance: management and quality assurance:** Condition four: Programme team to seek deputy vice chancellor academic approval of the programme specific regulations for the blended learning route. This should include context and clarity around 80 percent attendance and how this is quantified/measured. (University condition) Condition five: Programme team to review the five-year maximum duration for the part-time blended learning route, considering students who may take leave of absence. (University condition) Condition six: Programme team to update programme documentation correcting typographical errors and anomalies. (University condition)
Date condition(s) to be met:	22 January 2021

Recommendations to enhance the programme delivery:	Recommendation one: Consider providing documented information that explicitly demonstrates the range of student practice learning opportunities available across the four fields of nursing practice. (SPNP R3.1)
Focused areas for future monitoring:	Evidence of review of the additional digital and technological literacy requirements for the blended learning route. Review of PLP capacity and resources with the addition of multiple entry points to the route. Evaluation of the blended learning route and online learning. Review of student support from HEPs.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: Evidence is provided to meet the joint NMC and university condition. Documents are presented which provide evidence for determining digital and technological literacy as part of the recruitment and selection process. Applicants will be expected to demonstrate digital competency prior to commencing the programme. Applicants won't be able to access the blended learning route until they've completed a digital assessment or course equivalent to European computer driving licence standards level one. UoS will provide links to a range of resources to support this requirement. Condition one is met. UoS have confirmed that all five university conditions are met. The SPNP are met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 January 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* *(NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses* *(NMC, 2018)* *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

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:

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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
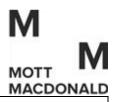
Findings against the standard and requirements

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 major modification documentation and visit confirm that effective partnership working at strategic and operational levels with all stakeholders continues. PLPs and PCPIs confirm they've been included in the design and development of the blended learning route. Documentary analysis provides evidence of consultation through meetings with PLPs and PCPIs. Consultation with students is through feedback on content, student experience of online activities and online simulation delivered in the pre-registration programmes as a result of the COVID-19 pandemic. Activities and content for the proposed blended learning route mirror delivery of the current pre-registration programme. Students at the modification visit confirm they provide feedback on current blended learning activity.

Documentary analysis and discussion at the modification visit provide continued evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working continues to be robust and effective at strategic and operational levels for the delivery of the current pre-registration nursing programme. Strategic governance meetings are held quarterly between PLPs, UoS and other AEIs in the NEE to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse regulator reports.

There are updated service level agreements between PLPs and UoS which include the blended learning route. PLPs tell us they welcome the addition of the blended learning route as an opportunity for non-traditional applicants to enter nursing.

Lines of communication and accountability for quality assurance, development, delivery and evaluation continue and will include the blended learning route. Strong and effective partnership working is in place in relation to the SSSA.

At an operational level there's effective partnership working between UoS and PLPs in the preparation and support of practice assessors, practice supervisors and academic assessors. There's a practice supervisor, practice assessor and academic assessor preparation programme and handbook. UoS is a member of the NEEPLG and has worked closely with other AEIs in the development of the NEEPAD. There's a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA (NMC, 2018) and to support the implementation of the NEEPAD. There are quarterly operational meetings held between UoS clinical link tutors (CLTs) and practice placement facilitators to review placement learning and programme evaluations, practice learning capacity and resources.

PLPs confirm using a register of practice supervisors and practice assessors for each placement. UoS and PLPs have processes to respond quickly to any concerns if standards of care or student practice learning are considered at risk.

Partnership working with PCPIs is strong and effective. There's a PCPI strategy which outlines involvement of PCPIs in all aspects of the design, delivery, assessment and recruitment and selection of the pre-registration nursing programme and the blended learning route. There are 200 PCPIs recruited in the faculty of whom 50 are involved with online activities.

PCPIs tell us they've a voice, their views are valued and they're respected as part of the team. Documentary analysis and the modification visit provide evidence of consultation with PCPIs through online and face to face meetings. PCPIs are very enthusiastic about their significant contribution to UoS health programmes and tell us of their involvement in every module whether face to face or online. They tell us they've developed a plan of online and face to face simulation activities to be delivered on the blended learning route. This is confirmed by documentary evidence. PCPIs tell us they'll be available at evenings and weekends to support online learning for students on the blended learning route to maximise flexible learning opportunities.

PCPIs are involved in recruitment and selection and this will continue for the blended learning route. They tell us there's a PCPI representative on every university committee, board and panel. This is confirmed through documentary evidence and at the modification visit where we met two PCPIs who sit on academic board and fitness to practise panels. Documentary analysis and the modification visit confirm that PCPIs are prepared for all roles and feel well supported by the PCPI lead and academic staff in UoS. PCPIs tell us they've undertaken relevant training dependent on their role in UoS. Those taking part in

recruitment and selection have had equality and diversity training to prepare them for their role.

UoS continues to have effective partnerships with students. Students tell us of a range of roles available to students including course representatives and school coordinators and membership of university committees such as academic board. Students tell us they've been involved in the design and delivery of the blended learning route through evaluating online activities and giving feedback on their experiences of learning online throughout the COVID-19 pandemic. Students tell us that feedback is listened to and acted upon and give an example of how they've provided feedback on the structure of online learning on the virtual learning environment (VLE). As a result of their feedback a timetable of the week's activities include detail of synchronous and asynchronous learning; what's delivered online and face to face is now included at the start of every week including expectations of how long an activity will take. Students are positive about online learning but also enjoy coming to campus once a week for clinical skills teaching. They tell us the inclusion of PCPIs in online simulation makes this activity more authentic.

Students confirm they're supernumerary in practice and have good support in practice learning. Students tell us they enjoy their practice learning experience and feel supported both in the university and in practice learning settings.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing
R1.1.2 demonstrate values in accordance with the Code
R1.1.3 have capability to learn behaviours in accordance with the Code
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
R1.1.5 can demonstrate proficiency in English language
R1.1.6 have capability in literacy to meet programme outcomes
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully
R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)
R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and
R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.
Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☒

R1.1.4–R1.1.6 are met and unchanged from original approval on 27 January 2020.

R1.1.7 is not met. For the blended learning route students are expected to demonstrate enhanced levels of digital and technological literacy. Applicants submit an electronic application and are then interviewed. Interviews for the route are conducted online using Microsoft Teams with a member of academic programme team, a PLP representative and a PCPI. The interviews are value based and include a question on digital literacy. Applicants will present a slide showing how their digital skills and ability will enable them to undertake a blended learning route.

There are no criteria developed for determining capability for digital and technological literacy as part of the recruitment and selection process. The team confirm the only method currently used to determine digital and technological literacy is completion of the application form via the Universities and Colleges Admissions Service (UCAS). Given the proposed route is blended learning and requires a good level of technological and digital skill, this is insufficient to determine capability. This needs to be addressed. (Condition one)

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met and unchanged from original approval on 27 January 2020.

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

  MET ☒   **NOT MET** ☐

R1.6 is met and unchanged from original approval on 27 January 2020.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

  Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously

developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET ☒   **NOT MET** ☐

R1.7 is met and support for developing numeracy and literacy remains unchanged from original approval on 27 January 2020.

Documentary analysis and the modification visit demonstrate that additional support strategies for students on the blended learning route to develop their digital and technological literacy are in place. Students complete 'flying start', a UoS induction package designed for students to self-assess their digital and technological capability. Flying start also provides students with information about accessing online learning and 'Canvas' the UoS name for the VLE.

There are additional dedicated support strategies available for students on the blended learning route. A 24-hour helpdesk will provide online chat and telephone support through Canvas all year round. Students on the blended learning route will have access to a range of online packages such as Elsevier clinical skills, safeMedicate and e-learning for health (ELFH). UoS are investing in additional support staff in the centre for learning and teaching (CELT) to support blended learning route students with access to the VLE and online packages and resources.

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

Students on the current BSc (Hons) adult nursing pre-registration programme aren't transferring to the new route and will complete on the current iteration of the programme. Any students currently suspended from the BSc (Hons) adult nursing programme due to extenuating circumstances could transfer to the blended learning route if suitable and appropriate to their needs. This is determined through individual discussion, mapping and support from the programme lead.

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

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

The SSSA was implemented in 2019 at UoS and with its PLPs, and already applies to pre-registration nursing students.

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

YES ☐   **NO** ☒

The programme team confirm the only method currently used to determine digital and technological literacy is successful completion of the application form via UCAS. This is inadequate to determine capability for digital and technological literacy as part of the recruitment and selection process for the blended learning route. (Condition one)

Outcome

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

There are no criteria developed for determining capability for digital and technological literacy as part of the recruitment and selection process. There are no criteria developed for assessing the content of the slide presented as proposed for recruitment to the blended learning route.

Condition one: Develop criteria for determining digital and technological literacy as part of the recruitment and selection process for the BSc (Hons) adult nursing (blended learning) route. (SPNP R1.1.7) (NMC and university condition)

Date: 15 December 2020

Post event review

Identify how the condition(s) is met:

Condition one is met. Documents are presented which provide evidence for the process of determining digital and technological literacy as part of the recruitment and selection process. Applicants will be expected to demonstrate digital competency prior to commencing the programme. Applicants won't be able to access the blended learning route until they've completed a digital assessment or course equivalent to European computer driving licence standards level one. UoS will provide links to a range of resources to support this requirement.

Evidence:
A health and care digital capabilities framework, undated
Digital skills email, 17 December 2020
European computer driving licence document, undated
HEE blended learning email, 6 January 2021
Programme approval/review sign-off, 15 January 2021

Date condition(s) met: 20 January 2021

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

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Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and the modification visit shows how the design and delivery of the blended learning route support students to gain experience in all four fields of nursing. There's a broad curriculum and wide range of practice learning settings. Indicative module content is outlined in the module specifications and enable students to explore the four fields of nursing practice. NEEPAD mapping documents demonstrate how practice learning experience maps to the SPRN including annexes A and B.

Timetables and module specifications evidence that learning disabilities, mental health and maternal and child health content is taught throughout the blended learning route, both face to face and online. A diverse range of practice learning environments are available and a hub and spoke model of practice learning is used. Students document cross field practice learning experiences in the NEEPAD.

A practice module in year two and three provides students with opportunities for cross field learning. Adult nursing students at the modification visit tell us of practice learning experiences in mental health settings, general practice surgeries

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and with health visitors, providing them with varied experiences of other fields of nursing practice. These cross-field practice learning experiences provide opportunities for adult nursing students to meet the European Union (EU) Directive 2005/36/EU, annexe V2 for clinical instruction and are captured within the NEEPAD and e-portfolio. Personal tutors regularly review the NEEPAD/NEEORA and e-portfolio.

PLPs confirm they'll utilise hub and spoke opportunities to facilitate exposure to all four fields of nursing. The practice supervisor, practice assessor and CLT will provide guidance and support in enabling students to find appropriate spoke learning experiences to ensure cross field exposure. Clinical skills delivered in modules address all four fields of nursing including therapeutic interventions, dealing with challenging behaviour and child basic life support. Simulation days for maternal care is delivered by midwives to meet the EU Directive 2005/36/EU, annexe V2 for clinical instruction.

There's a faculty inter-professional learning (IPL) programme which outlines the broad approach to IPL in both theory and practice in the blended learning route. IPL takes place four times a year with students from other professions; these occur both face to face in the university setting and online through group activity such as care planning. There's sufficient evidence of opportunities for IPL in practice learning settings outlined in the programme structure. This is confirmed by PLPs and students at the modification visit.

UoS have a simulation suite that includes a mental health ward where students role play communicating with PCPIs who've experienced mental health issues. There's also a children's ward. All simulation suites are designed to replicate the ward layout of the practice learning organisations to help students become familiar with practice learning environments. Students tell us they enjoy the learning experiences in these simulation suites and value the input of PCPIs.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET ☒   **NOT MET** ☐

R2.5 is met and unchanged from original approval on 27 January 2020. Programme structure, programme handbook and the modification visit show how the design and delivery of the blended learning route supports students to gain experience in the adult field of nursing. Field specific learning outcomes are outlined in module descriptions.

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

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

YES ☒   **NO** ☐

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.8 is met and unchanged from original approval on 27 January 2020.

- 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 ☒   **NOT MET** ☐

R2.9 is met. Documentary evidence and discussion at the modification visit confirm that the programme structure for the blended learning routes (full-time and part-time) demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used with appropriate aims and outcomes stated. Both blended learning routes contain the required number of theory and practice learning hours.

There are 2304 hours of theory learning and 2304 hours of practice learning including 504 hours of simulation-based learning. The academic year for the three-year full-time route is 52 weeks in length. For the five-year part-time route the first two programme years are 84 weeks in length and the final year is 92 weeks in length to accommodate the extended final practice learning experience. Students

and PLPs tell us that having a longer final practice learning experience of 16 or 32 weeks improves their confidence in preparation for registration.

Modules for the blended learning route are delivered in eight- or 12-week blocks dependent on route, except for the final practice learning experience in year three which spans 16 weeks (full-time) or 32 weeks (part-time).

Students must complete and pass all theory modules in year one before undertaking practice learning. Theory blocks in year one span nine- or 12-months dependent on whether students are full-time or part-time. This long theory block at the start of year one ensures students are well prepared for practice learning.

Year two and year three on both routes has theory and practice learning modules alternating throughout the year. This structure allows students to develop confidence in knowledge and skills and use theoretical knowledge gained to support their next practice learning experience. PLPs tell us they like this structure as students are fully prepared for practice learning.

For the three-year full-time blended learning route student theory and practice learning is based on a 25-hour week with seven additional hours allocated for simulation-based learning per week either online or on campus. For the five-year part time blended learning route theory and practice is 22.5 hours per week including simulation-based learning of seven hours delivered every two weeks. The opportunity for students to practice clinical skills on campus provides authentic learning experiences and ensures students are confident and competent in using equipment prior to undertaking practice learning. It also ensures students develop a cohort identity and helps support the development of a community of learning amongst their peers.

Students can progress to the next year in the programme with hours outstanding but must pass all theoretical and practice assessments. Unmet practice hours can be retrieved during a subsequent practice learning experience, providing students don't exceed 48 hours per week as specified in the EU working time directive. If students can't retrieve unmet hours during a practice placement, then any outstanding hours will be added to the end of the programme and completed before being eligible for registration.

There's a learning, teaching and assessment framework which includes a digital approach to learning and a principle of universal design for learning and assessment. This approach underpins the delivery of UoS programmes. A range of teaching and learning strategies are used including practice-based learning and face to face taught sessions at UoS. Synchronous live lectures are delivered online and include group discussions. Simulation-based learning is delivered online with PCPIs and on campus in skills suites. Asynchronous online learning through the VLE includes videos, quizzes and games. All engagement with online learning is logged and recorded. This data is reviewed by the SSC, and students not meeting 100 percent engagement are referred to their personal tutor and relevant UoS departments such as student support services if required.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

The programme is 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 ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☐ **NO** ☐ **N/A** ☒

The proposed route is for registration in a single 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 ☐ **NO** ☐ **N/A** ☒

The proposed route doesn't lead to registration in another profession.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 15 December 2020		
Post event review		
Identify how the condition(s) is met:		

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

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

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

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

Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met and is unchanged from original approval on 27 January 2020.

There's evidence in programme documentation and the NEEPAD to give assurance that students will develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people through the blended learning route. Service level agreements from PLPs are updated to include the support of the blended learning route, provide evidence of commitment to safe and effective learning environments and agreement to supernumerary status for students to support their learning. A mapping document confirms that adult nursing students on the blended learning route will meet the EU Directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences. Students and PLPs tell us of the variety of practice learning opportunities available.

Examples of student practice learning journeys for the adult nursing field are documented although these lack specific detail. For example, it's not clear which practice learning environments will provide clinical instruction for adult nursing in relation to specialist and general medicine and surgery. The programme team are recommended to consider providing documented information that explicitly demonstrates the range of student practice learning opportunities available across the four fields of nursing practice. (Recommendation one)

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring, and evaluating these practice experiences (R3.2)

  MET ☒   **NOT MET** ☐

R3.2 is met and unchanged from original approval on 27 January 2020.

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

  MET ☒   **NOT MET** ☐

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R3.3 is met and unchanged from original approval on 27 January 2020.

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

MET ☒   **NOT MET** ☐

R3.4 is met. There's a wide variety of simulation-based and technology enhanced learning planned for the blended learning route. Canvas, the VLE platform, will support the delivery of all online sessions. Simulation will take place via Canvas with PCPIs used at every simulation session. Clinical simulation adds up to 504 hours across the blended learning route, all of which will be delivered with PCPIs.

PCPIs, with the support of the PCPI lead, have created a programme of online and face to face simulation activities for each module. For example, in year one online simulation-based learning focusses on practicing essential skills such as history taking and moves to more complex decision making and management simulations in year three. Simulation will be delivered and supported by PCPIs at evenings and weekends to provide flexible options for students. Students must complete online work as preparation for the simulation-based learning activity. Students must complete 100 percent of all theoretical learning both online and face to face. Engagement with the preparation work is monitored through learner analytics and sent to the SSC and personal tutor for review and non-engagement is followed up. Any missed theoretical learning must be made up and work reviewed by module tutors.

Students tell us they like the flexibility of online learning which can be scheduled around home and caring responsibilities. They say online materials and activities increase their knowledge.

Simulation based learning will also take place face to face at UoS simulation and immersive suites. The immersive suite has a range of high-fidelity manikins and uses virtual reality to replicate alternative environments using software to generate differing scenarios, for example, crowd scenes, patients' home, school or playing field. This provides a supportive and safe environment to practise skills and decision making.

A range of e-learning resources such as Elsevier clinical skills, safeMedicate and ELFH will be used to support practical skills sessions and be available to students via the VLE. Students tell us they enjoy simulation and immersive suite activities and feel well prepared for practice learning.

Technology enhanced and simulation-based learning opportunities are effective and proportionate. For the adult field, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC.

Induction at the start of the programme prepares students for the use of technology throughout the programme. Coursework is submitted electronically via the VLE and students access results via Turnitin. Examinations and objective structured clinical examinations (OSCEs) can be taken in home settings and monitored using Honorlock©, a system designed to allow the testing of students under examination conditions by remote means, maintaining integrity of the process.

Blended learning route students will complete an e-portfolio (known as Mahara) to record reflections, extracurricular achievements, alternative practice learning and assessments. Students can add feedback records from personal tutor meetings and the NEEORA including a summary of placement achievements. There are plans for the NEEPAD and NEEORA to be available online by September 2021. The first practice learning experience for the students on the blended learning route is scheduled for January 2022.

Modules are designed by developing sets of weekly content and activities for students to work on asynchronously with weekly deadlines. Topics will be released in blocks although an overview of module content will be given at the start of the module. All the modules include collaborative learning activities such as group projects, case analysis and problem solving. These encourage blended learning students to develop a cohort identity and steer the development of an online community of learning amongst their peers. Lecture capture will be used to record lectures so that students can access the lectures or seminars at any time. Lectures will be recorded in short bite sized chunks to encourage engagement. In addition, some live lectures and seminars will be delivered in the evening and at weekends.

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

    MET ☒   **NOT MET** ☐

R3.5 is met and unchanged since original approval on 27 January 2020.

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met		**YES** ☒	**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met		**YES** ☒	**NO** ☐
Outcome			
Is the standard met?		**MET** ☒	**NOT MET** ☐
Date: 15 December 2020			
Post event review			
Identify how the condition(s) is met: N/A			
Date condition(s) met: N/A			
Revised outcome after condition(s) met: N/A		**MET** ☐	**NOT MET** ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*   R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*   R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme   R4.4 provide students with feedback throughout the programme to support their development   R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

    MET ☒   NOT MET ☐

R4.1 is met and unchanged from original approval on 27 January 2020.

The CELT at UoS provide training, resources, support and guidance for blended learning for academic staff. UoS have appointed additional staff to the CELT team to support academic staff on this route. HEPs provide interactive webinars to support staff through instructional design for online learning.

Each student will be assigned a named SSC and a personal tutor who'll work together to support the student. Personal tutors are responsible for reviewing student academic performance and progress. Personal tutors offer one-to-one guidance and advice throughout the time at the university, monitor academic achievement and provide support to enable students to succeed. The SSCs are

responsible for pastoral care and remain in contact with the student throughout their studies.

SSCs make weekly contact with students, ensuring students are completing online activities, tasks and assessments. If students aren't engaging with online resources, failing to complete activities in a timely way or not completing assessments, they're directed to the appropriate support at UoS and information is shared with the personal tutor.

Attendance whilst on campus is monitored through a swipe card system. Online theory engagement and hours are monitored by the SSC through 'engage', a UoS learner analytics system. Students can also access engage to track their use of Canvas, the library, journals and attendance and compare their engagement with the course average. This encourages students to make improvements and facilitates early signposting to the relevant UoS student services if required. Tracking and monitoring of student practice learning is through timesheets in the NEEPAD.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met and unchanged from original approval on 27 January 2020.

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.4 is met and unchanged from original approval on 27 January 2020.

The blended learning route has a different structure to the currently approved programme. With an increase in the number of modules, there are more

assessments for students to complete, however students at the modification visit tell us this wouldn't pose any problems.

The programme handbook shows there are appropriate mechanisms to assess and give feedback to students regarding theory and practice. There are formative assessment activities in each module and feedback for formative and summative work is provided through Canvas. Feedback on assessments is given within 20 working days of submission.

There's variety in summative assessments on the blended learning route including case studies, reflective accounts, written care plans, presentations, portfolios, time limited examinations and some OSCEs with PCPIs via remote online means. These will mirror face to face OSCEs but will take place online via video. An example of an online OSCE is a history taking OSCE in year one. A student will take a verbal clinical history from a PCPI and be observed by a member of the academic team remotely. Face to face assessments include practice learning and some OSCEs with PCPIs held on campus.

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

MET ☒   **NOT MET** ☐

R4.5 is met and unchanged from original approval on 27 January 2020.

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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 15 December 2020
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

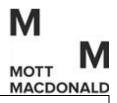| **Standard 5: Qualification to be awarded** |
|---|
| **Approved education institutions, together with practice learning partners, must:**

 R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and |

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

Fall Back Award

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

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with NMC registration as a nurse.

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

YES ☒   **NO** ☐

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

Date: 15 December 2020

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

N/A

Date condition(s) met:		

N/A

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

Sources of evidence

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

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

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support the programme intentions, including a signed supernumerary agreement.		
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
There's no specific student university handbook but all student information is available online through the VLE. There's no specific practice learning handbook for students, however module and programme handbooks and the VLE provide practice learning information. The blended learning route doesn't include an apprenticeship.

List additional documentation:
Post approval visit documentary evidence to meet conditions: A health and care digital capabilities framework, undated Digital skills email, 17 December 2020 European computer driving licence document, undated HEE blended learning email, 6 January 2021 Programme approval/review sign-off, 15 January 2021

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One adult nursing graduate One year one adult nursing masters student One year two mental health nursing student One year three mental health nursing student		
Service users and carers	☒	☐

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If you stated no above, please provide the reason and mitigation:
Additional comments: None identified.

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

	YES	NO
Specialist teaching accommodation (e.g., clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings: Educational audit tool reviewed as part of the gateway three evidence.		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list County Durham and Darlington NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 3 December 2019 Gateshead Health NHS Foundation Trust CQC inspection report, 14 August 2019 North Tees and Hartlepool NHS Foundation Trust CQC inspection report, 14 March 2018 South Tees NHS Foundation Trust CQC inspection report, 2 July 2019 South Tyneside and Sunderland NHS Foundation Trust CQC inspection report, 10 June 2020 The Newcastle upon Tyne Hospitals NHS Foundation Trust CQC inspection report, 29 May 2019		
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI and visits to resources weren't required for this modification visit.		
Additional comments: None identified.		

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Issue record				
Final Report				
Author(s):	Angela Hudson	Date:	21 December 2020	
Checked by:	Ian Felstead-Watts	Date:	23 December 2020	
Submitted by:	Amy Young	Date:	29 January 2021	
Approved by:	Leeann Greer	Date:	2 February 2021	