

Major Modification report

Section one

Programme provider name:	University of Sheffield
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Rotherham, Doncaster and South Humber NHS Foundation Trust South West Yorkshire Partnership NHS Foundation Trust Chesterfield Royal Hospital NHS Foundation Trust Sheffield Teaching Hospitals NHS Foundation Trust Rotherham NHS Foundation Trust Doncaster and Bassetlaw Hospitals NHS Foundation Trust Barnsley Hospital NHS Foundation Trust
Provision(s) reviewed:	
<p>Provision: Pre-registration nursing - Adult Title of current programme: BMedSci Nursing (Adult) Modified programme title(s), if applicable: MMedSci Nursing (Adult) Programme start date: 2 November 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s), if applicable: England, Wales, Northern Ireland: Level 7</p>	
Date of review	11 May 2020
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Mary Rooke

Section two

Summary of review and findings

The University of Sheffield (UoS) is an established approved education institution (AEI). The UoS division of nursing and midwifery (the division) presents documentation to support a major modification to the existing pre-registration nursing programme approved by the Nursing and Midwifery Council (NMC) on 12 September 2019.

This major modification is to include delivery of a route to the existing programme. An academic level seven, two-year full-time, postgraduate master of medical science (MMedSci) in adult nursing mapped against the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

The approval visit was undertaken at a distance due to the Covid-19 pandemic.

The programme is proposed to start on 2 November 2020.

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

There's an effective working relationship between the division and their practice learning partners (PLPs). A partnership approach to the development of the programme is evident. Formal partnership agreements are in place for the pre-registration nursing programme with Chesterfield Royal Hospital NHS Foundation Trust, Doncaster and Bassetlaw Hospitals NHS Foundation Trust, Rotherham, Doncaster and South Humber NHS Foundation Trust, Rotherham NHS Foundation Trust, South West Yorkshire Partnership NHS Foundation Trust and Sheffield Teaching Hospitals NHS Foundation Trust.

All PLPs confirm compliance with the NMC standards, specifically, the Standards framework for nursing and midwifery education (SFNME), the Standards for student supervision and assessment (SSSA).

UoS and PLPs have developed a practice placement quality audit platform (PPQA), a robust educational audit system to assess, monitor and evaluate the suitability and quality of practice learning environments and student experiences.

There's documentary evidence of partnership working between UoS and

stakeholders including service users, students and PLPs, There's documentary evidence that stakeholders have contributed to the design and development of the proposed programme.

UoS and PLPs confirm any issues which arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection.

The major modification at programme level for the delivery of the additional route meets the SFNME and the SSSA.

The modification of the pre-registration nursing programme is recommended to the NMC for approval.

The university made three recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
<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>None identified</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>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider the scheduling of exams with regard to the impact on student workload. (University recommendation)</p> <p>Recommendation two: Consider adding clarification to the terminology used in student facing documentation with regard to formative and summative assessments. (University recommendation)</p> <p>Recommendation three: Consider reviewing the wording of the module learning outcomes to ensure the programme documentation is consistent with the guidance from the UoS academic programmes office. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>The student experience on the MMedSci adult nursing route.</p> <p>Implementation of the SSSA.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	<p>The AEI provided detail of how the university recommendations had been met.</p>
Final recommendation made to NMC:	
Date condition(s) met:	

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

We found effective working relationships between UoS, PLPs and service users and carers (SUCs), with evidence of collaborative programme development and delivery.

UoS have formal agreements with Chesterfield Royal Hospital NHS Foundation Trust, Doncaster and Bassetlaw Hospitals NHS Foundation Trust, Rotherham, Doncaster and South Humber NHS Foundation Trust, Rotherham NHS Foundation Trust, South West Yorkshire Partnership NHS Foundation Trust and Sheffield Teaching Hospitals NHS Foundation Trust for the delivery of the UoS pre-registration nursing programme.

There's a joint approach to recruiting to the programme and management of its delivery involving all stakeholders. All stakeholders tell us they're prepared for recruitment and selection processes. All members of recruitment and selection panels receive equality and diversity training. Equality and diversity training is monitored and recorded by the division's admissions tutor.

There's documentary evidence that SUCs have been involved in the design and co-production of the proposed programme. There's a SUC engagement strategy with an identified SUC facilitator at UoS. There's a SUC training programme and a record of SUC participation in programme delivery is kept by the SUC facilitator.

SUC representatives tell us they're aware of the SUC engagement strategy and SUC group developed by the division. The division's SUC facilitator has developed an action plan to further increase SUC involvement in the programme. SUCs tell us they're prepared for their role in contributing to the programme by a UoS based induction and training programme. SUCs tell us and give examples of ways they're involved in the recruitment and selection process, design, development, delivery, evaluation and co-production of the nursing programme.

The MYEPAD facilitates the involvement of SUCs in providing feedback for students. SUCs tell us they feel listened to and treated as equal partners, demonstrated by their title of patient as educators.

There are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for MMedSci students specified in the SPRN and SSSA.

Fitness to practise concerns about a student are managed in partnership between UoS and PLPs.

There's documentation that details the roles and responsibilities of those who support the student practice learning experience and the ways they work in partnership.

UoS and other local AEIs work in partnership to identify and monitor suitable practice placements and capacity for students.

The programme team and PLPs tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

There are UoS link lecturers who engage with practice assessors, practice supervisors and students in practice learning environments to discuss learning opportunities and progress in meeting the SPRN.

Students tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the student support systems available to them in both university and practice learning environments which are easily accessible.

Students tell us they have been involved in stakeholder meetings and have been consulted on changes to the programme.

Nursing student representatives from the programme participate in the student ambassadors for learning and teaching scheme, a network of students working on learning and teaching projects. Student ambassadors influence, improve and develop how students learn and how they are taught at a division, faculty and university level.

Students are aware of the UoS' and PLPs' processes for reporting and escalating concerns and the actions taken. They tell us their feedback provided during evaluation of practice experience meetings has been listened to and has informed the proposed programme.

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:

N/A

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.

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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)

Met

R1.5 is met. UoS has an established recognition of prior learning (RPL) policy framework that meets NMC requirements for RPL. Mapping documentation confirms RPL is capable of being mapped to the programme outcomes at all levels. Documentary evidence and confirmation at the approval visit demonstrate RPL is used for up to 50 percent of the programme. This is compliant with Article 31(3) of Directive 2005/36/EC.

There's a UoS written policy and process for RPL for each route of the programme which details roles and responsibilities of those involved in the RPL decision making process. RPL claims are managed on an individualised, case by case basis and applicants are supported through the RPL process by the admissions tutor. Information on RPL is available for prospective students.

The MMedSci route is the equivalent of 4600 hours, 2300 hours of theory and 2300 hours of practice learning and RPL is compulsory for this route in order to achieve this. There's a RPL portfolio of evidence requirement for entry to the programme. The portfolio is marked by the admission tutor and programme leader, verified by an external examiner and ratified by an assessment board.

Applicants are required to have a minimum of a second-class honours degree in a relevant subject, which is capable of being mapped to the theoretical content and learning outcomes for year one of the UoS bachelor of medical science (BMedSci) pre-registration nursing programme (adult field). Candidates must demonstrate portfolio evidence of the equivalence which is assessed at academic level six. They must indicate how their first degree has prepared them for the MMedSci programme. A logged record of practice episodes forms part of the RPL portfolio of evidence and must demonstrate 650 verified practice hours, achieved within five years of entry to the programme.

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

Met

R1.6 is met. Documentary evidence confirms RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. External examiner oversight is in place.

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. There is documentary evidence mapping numeracy, literacy, digital and technological literacy against the SPRN, MMedSci programme learning outcomes and programme modules. The MYEPAD and OAR include requirements for students to demonstrate development in numeracy, literacy, digital and technological literacy. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the MYEPAD and OAR.

Applicants to the MMedSci are required to have achieved an honours degree as part of the entry requirements. Capacity for digital and technological literacy is considered through the RPL process.

All UoS nursing students have access to a virtual learning environment (VLE) (Blackboard). There's a range of online resources for students to engage with including formative and summative digital, numeracy and literacy assessments.

Study skills related to numeracy, literacy, digital and technological literacy are integrated throughout the programme.

UoS has extensive support services for students who require additional support with numeracy and literacy including using the VLE and communication technologies. These include an academic skills hub, a maths and statistical help service and library online services.

Students tell us they are supported in theory and practice learning environments in relation to their development of proficiencies in numeracy, literacy, digital and technological literacy.

The stage two module, foundations in health and nursing, contains a numeracy examination with an 80 percent pass mark. The stage three module, developing

nursing practice: caring for people with long term and complex care needs, contains a numeracy examination with a 100 percent pass mark to meet NMC requirements.

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

N/A

Students undertaking the current MMedSci (NMC 2010 Standards) programme are in their final year and will continue on this programme until its completion. No students will transfer to the new route.

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

Documentary evidence confirms RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. External examiner oversight is in place.

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

Yes

Outcome

Is the standard met?

Met

Date: 11 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

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

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

R2.3 ensure that 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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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 12 September 2019.

There's documentary evidence and signed agreements detailing the ways UoS and their PLPs work in partnership to support students in theory and practice to achieve experience and programme outcomes. The MMedSci nursing (adult) is a programme designed specifically for the pre-registration adult nursing field of practice, however module descriptors contain learning outcomes and content that represent theory and practice across the four fields of nursing. The UoS practice placements team work in partnership with local AEs to identify placement capacity and provide students with a range of practice placement learning experiences across the lifespan.

Placement allocation is undertaken by the division's practice placements team who has processes in place to ensure all students have practice learning experiences suitable to achieve the required proficiencies across the lifespan and four fields of nursing practice. PLPs confirm achieving practice placement opportunities for students to experience the four fields of nursing practice. Students tell us they're supported in theory and practice to experience all four fields of nursing practice. Documentary evidence confirms, and the programme team tell us, division academic staff have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

Suitably qualified external examiners for all programme routes are identified.

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 12 September 2019. The programme specification and module descriptors contain learning outcomes which provide evidence that the programme enables students to enter the NMC register in a single field of nursing practice; adult nursing. Programme documents provide mapping which is specific for adult nursing and the requirements of the European Union Directive 2005/36/EC.

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. There's evidence of mapping in the programme design ensuring field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. The programme team tell us, and documentary evidence confirms, these are applied via module delivery. There is evidence these subjects are applied to field specific content. This content is assessed in practice in the MYEPAD.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and

teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified.

There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 is met. The programme structure for the additional route demonstrates an equal balance of theory and practice learning. The programme specification confirms the delivery of a minimum of 2,300 theory and 2,300 hours practice learning (some of which is via RPL). Time allocated to theory and practice learning in each stage of the programme are clearly indicated in the structure and demonstrates how designated programme hours are achieved. The route is equivalent to 4600 hours and RPL is compulsory in order to achieve this.

There's a RPL portfolio of evidence requirement for entry to the programme. Applicants' RPL must include portfolio evidence of undertaking 650 practice hours, achieved within five years of entry to the programme.

A logged record of practice episodes forms part of the RPL portfolio of evidence. For RPL of theory the applicant must demonstrate portfolio evidence of the equivalence of the UoS BMedSci adult nursing programme year one theoretical credits and learning outcomes and how their first degree has prepared them for the MMedSci programme.

The evidence presented by the applicant is mapped against the year one module content and learning outcomes and is assessed at academic level six. RPL claims are reviewed by an external examiner prior to being awarded at an examination board. The minimum of 2300 hours practice based learning is recorded in the MYEPAD by the student and verified by the practice assessor. Attendance in theory is recorded by the use of classroom attendance records and monitored by the programme leader. Students' practice learning hours are recorded on a UoS electronic data storage platform and monitored by the programme leader. Theory and practice hours are monitored and any shortfalls that students need to make up are identified and an individual plan to enable students to retrieve hours is formulated by the practice assessor and academic assessor. There's evidence of teaching and learning strategies used in the programme, including lectures, simulation activity, group work, online learning, quizzes, clinical skills videos and reflection on practice-based learning. There are opportunities for nursing students to share learning with UoS speech and language therapy and orthoptics students via shared study days. Teaching, learning and assessment strategies, module content, programme structure and timetabling are detailed in student facing documentation. Students confirm they are informed of practice placement details in the student facing documentation.

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 not delivered in Wales.

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

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

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

No

The programme is solely registrable with the NMC.

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: 11 May 2020

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. Placement mapping documents confirm students will be able to experience diverse practice learning opportunities across all age groups and in all fields of nursing practice. These are sufficient to allow students to develop and meet the SPRN to deliver safe and effective care. PLPs confirm their ability to deliver the range of learning opportunities needed, and students tell us they're supported to achieve field specific and cross field practice learning.

There's a process and guide for students to raise and escalate concerns in practice environments. Students tell us they're aware of and have confidence in UoS and PLP processes for reporting and escalating concerns and actions taken if they do escalate issues.

Fitness to practise concerns about students are managed in partnership between the division and PLPs and these are jointly investigated. This is confirmed by UoS and PLPs at the approval visit.

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. Documentary evidence and findings from the approval visit confirm there are systems in place to assess, monitor and evaluate the quality of practice learning environments and student experiences. Documentary analysis and discussions with the programme team, PLPs and students confirm that students are allocated to a variety of practice learning experiences in all fields of nursing practice and to meet the holistic needs of people of all ages. There's a strategy in place to carry out educational audit in partnership between UoS and PLPs using the PPQA. This includes scrutinising processes for ensuring the availability of suitably qualified practice supervisors and practice assessors. Data from the audit and subsequent action plans is kept by the UoS placement team and is accessible to the programme team.

UoS, in partnership with PLPs, confirm any issues which arise from CQC quality reviews which impact on practice learning environments are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students and practice assessors. Evidence from educational audits are used to determine suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to escalated concerns, student feedback and CQC reports, if required. They report to the NMC in the annual self-assessment report and through exceptional reporting.

Reported risks to students practice learning are also shared with other AELs who share practice placements with the same PLPs. Documentary evidence and feedback from students, the programme team and PLPs confirms students access a range of academic and practice learning staff who work in partnership to support students' learning across settings. Students tell us they provide feedback and evaluations on their academic and practice learning experiences. Students tell us they feedback via student forums and module evaluations. They give examples of changes to their programme resulting from this.

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. Documentary evidence and discussion at the approval visit with practice supervisors, practice assessors and academic assessors demonstrate and confirm they understand ways to develop students' skills in communication, relationship management and nursing procedures contained in annexe A and annexe B of the SPRN. Module content and the MYEPAD is mapped to annexe A and annexe B of the SPRN. Documentary evidence shows practice learning environments provide students with the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the SPRN. Students confirm this. Communication, relationship management skills and nursing procedures are assessed through the MYEPAD.

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. There's documentary evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. The programme team tell us of their plans to use simulation to enhance the student learning experience for the additional route. The programme team, students and SUCs tell us about simulation-based learning and simulation facilities available to students. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us simulation experiences using academic staff and service users in role play are used to support student learning.

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

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 12 September 2019. There's a UoS student support policy and guide which includes the duty requirement to make reasonable adjustments for students with disabilities. The programme team,

PLPs, practice supervisors, practice assessors and students tell us they are aware of the process for making reasonable adjustments, in academic and practice learning settings, for students with disabilities and difficult personal or social circumstances. Support is available from UoS support services including the disability and dyslexia support service, counselling service and chaplaincy. The division also has a named disability liaison officer providing student support and signposting to other services.

The MYEPAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs.

We heard an example of how students with a specific disclosed need are supported.

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: 11 May 2020

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 12 September 2019. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. PLPs adopt a collaborative approach to governance of the programme. Written agreements between UoS and PLPs confirm this. There's a clear strategy for completing educational audits in partnership with UoS and PLPs. The audit process identifies the availability of suitably prepared practice supervisors and practice assessors in each of the practice learning environments. UoS and PLPs work together to prepare practice supervisors and practice assessors for their roles in supporting, supervising and assessing practice learning. The programme team, UoS senior managers and PLPs tell us there are sufficient, suitably qualified and prepared academic assessors, practice supervisors and practice assessors to support students on the MMedSci route. Students tell us they are encouraged to be open and honest and raise any concerns when they are in practice. They know how to

raise concerns or complaints and they tell us they're always supernumerary in practice learning environments. The division has a fitness to practise policy and process that is clearly referenced in student facing documentation.

UoS academic staff are experienced in all aspects of pre-registration nursing programme delivery and supporting students. Academic staff, practice-based staff and SUCs involved in the programme have all received up to date training in equality and diversity.

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. Documentary evidence and discussion at the approval visit confirms there is extensive consultation and collaboration between UoS and PLPs to meet the SSSA. There's a structured plan in place to implement the SSSA for the additional programme route. Information about the SSSA is clear in the programme handbook and practice learning guide to using the MYEPAD. Practice assessors and practice supervisors tell us they understand their role and the role preparation process. Practice assessors and practice supervisors confirm they are prepared for their role in supporting and assessing UoS students by recorded attendance at preparation workshops managed jointly by UoS and PLPs. There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals. The UoS practice placements team, in partnership with PLPs, identify suitable practice assessors for each student at each stage of the programme. Academic assessors are identified and allocated by the programme leader at different stages of the programme. The MYEPAD records student practice learning, assessment and progress throughout the programme. Practice assessors record their decisions on student assessment, progress and proficiency. The MYEPAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The MYEPAD provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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. We find programme documents, the learning and teaching strategy and module descriptors include details of formative and summative assessment methods. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessments inform the summative assessment process. PLPs, practice assessors and practice supervisors tell us they understand the practice assessment process and their role in implementing the MYEPAD and OAR. Students are required to receive feedback from SUCs during their practice learning placements.

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

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

Met

R4.5 is met. There's documentary evidence of mapping to the Standards of proficiency for registered nurses and practice learning placements to meet programme outcomes including skills and procedures in annexes A and B to ensure students meet the SPRN and programme outcomes for their field of nursing practice. Programme and module outcomes are evidenced. The UoS model for allocating student nurse practice learning opportunities gives an overview of practice learning allocations and provides assurance students will experience an appropriate range of care settings for their field of nursing practice.

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: 11 May 2020

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

There is 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

Outcome

Is the standard met?

Met

Date: 11 May 2020

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: UoS list of NMC registrant staff and qualifications, April 2020	

UoS register of academic assessors, September 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: Two x year two BMedSci nursing (adult) Two x year two MMedSci nursing (adult) (existing programme) Two x year three postgraduate diploma in nursing One x BMedSci nursing (adult) (graduated January 2020)	
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	No
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 The following CQC reports were viewed: Chesterfield Royal Hospital NHS Foundation Trust, 25 January 2019 Doncaster and Bassetlaw Hospitals NHS Foundation Trust, 19 February 2020 Rotherham, Doncaster and South Humber NHS Foundation Trust, 21 February 2020 Rotherham NHS Foundation Trust, 18 March 2019 South West Yorkshire Partnership NHS Foundation Trust, 23 August 2019	

Sheffield Teaching Hospitals NHS Foundation Trust, 14 November 2018

If you stated no above, please provide the reason and mitigation
UoS is an established AEI. There was no requirement to visit facilities during the
visit.

Additional comments:

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Issue record

Final Report

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