

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 (RDaSH) 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: Nursing Degree Apprenticeship route - Adult Title of current programme: BMedSci (Hons) Nursing (Adult) Title of modified programme, if changed: BMedSci (Hons) Nursing (Adult) Apprenticeship route Programme start date: 14 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s), if applicable: n/a</p>	
Date of review	22 June 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Michelle Laing

Section two

Summary of review and findings

The University of Sheffield is an established approved education institution (AEI). The school of nursing and midwifery (the school) which is part of the faculty of medicine, dentistry and health and has presented documentation for a major modification to the existing pre-registration nursing programme, BMedSci (Hons) nursing (adult). This is in approval since 12 September 2019. This major modification is to introduce a four-year nurse degree apprenticeship route to the programme, the BMedSci (Hons) nursing (adult) apprenticeship route.

The modification is supported by the following employer practice learning partners (PLPs) at the major modification visit: Sheffield Teaching Hospitals NHS Foundation Trust, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Rotherham NHS Foundation Trust, Rotherham Doncaster and South Humber NHS Foundation Trust, South West Yorkshire Partnership NHS Foundation Trust, Chesterfield Royal Hospital NHS Foundation Trust and Barnsley Hospital NHS Foundation Trust.

Employer PLPs are committed to delivering a range of pre-registration programme routes to develop their workforce and the decision to collaborate with the school to offer a nurse degree apprenticeship route will be financially viable. They confirm target numbers for the new route will be small to commence with and will be drawn largely from the current successful nursing associates. Employer PLP assurance is provided with respect to student supernumerary status while undertaking the programme.

There is evidence of robust and effective partnership working between the AEI and key stakeholders, PLPs, employers, service users and carers (SUC) and students.

Arrangements at programme level don't meet the SFNME. Arrangements at programme level meet the SSSA.

The visit is made remotely during Covid-19 restrictions.

Modification to the pre-registration nursing programme is recommended to the NMC for approval subject to one condition. The visitor made one recommendation.

Updated 4 August 2020:

Evidence is provided confirming the NMC condition is met. The modification to the programme is recommended.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: The AEI to provide the skills scan mapping document and process which demonstrates how apprentice degree candidates will evidence proficiencies and prior learning to guide bespoke practice placements and avoid duplication of learning. (SFNME R2.8; Standards for pre-registration nursing programmes (SPRNP) R1.5, R1.6)</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>
Date condition(s) to be met:	3 August 2020
Recommendations to enhance the programme delivery:	Recommendation one: AEI and practice partners are advised to enhance communication around the degree apprentice route to inform practice staff of routes available and support needed. (SFNME R4.5; SPRNP R4.2)
Focused areas for future monitoring:	Communication with staff in practice areas with regard to programme developments.
Programme is recommended for approval subject to specific conditions being met	

Commentary post review of evidence against conditions:

Condition one: The programme team demonstrate evidence of a robust initial assessment process for recognition of prior learning (RPL) with clear milestones and progress against NMC proficiencies. The documentary tool to support this evidence is the registered nurse degree apprenticeship skill scan (RDNA skills scan, July 2020) and the registered degree nurse apprenticeship recognition of prior learning (RDNA RPL) governance document (July 2020). The skills scan will provide the evidence to show how prior knowledge may individualise the programme starting point and learner journey.

Condition one is now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 August 2020

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>

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:

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

Documentary evidence and the approval process continue to demonstrate effective partnership working between the school and all stakeholders for this nurse degree apprentice route which will be delivered over a minimum of four years. The university collaborates with the Midlands, Yorkshire and East practice learning group and uses the practice assessment document (MYEPAD) for recording student supervision and assessment.

Discussions at the approval visit confirm stakeholder involvement in developing the proposed programme modification. Employers and PLPs confirm partnership working with the university is constructive and there's a joint vision for providing opportunities to develop the healthcare workforce. Documentary evidence and findings from the event confirm established and effective communication processes between employer PLPs and the AEI to manage recruitment and selection, fitness to practice, raising and escalating concerns, maintaining and monitoring practice placement quality. There are joint AEI and PLP interviews for selection and recruitment with the AEI being responsible for collecting and confirming occupational health clearance and disclosure and barring service processes. Similarly, the AEI takes responsibility for ensuring management of the annual declaration of continued fitness to practice takes place.

PLPs tell us there's an information sharing agreement to allow employers to share information with the AEI concerning any apprentice who may be subject to disciplinary proceedings in their substantive employment role.

The student handbook (2020) for the nurse degree apprenticeship is developed with all stakeholders to support the major modification to the programme. This is comprehensive in providing guidance for supernumerary status for students.

There is a well-established SUC group at the AEI. SUC are involved with the nurse degree apprenticeship route and their voice is valued by the AEI. SUC participate in programme planning, design, recruitment, teaching and assessment and are

represented on programme boards. They tell us they provide authentic SUC input into the pre-registration programme and reflect a diverse range of SUCs. Students confirm this in discussions. SUCs confirm their current continued involvement in pre-registration nursing programmes whilst maintaining social distance using virtual platforms because of the pandemic.

Current students confirm they receive support from the AEI and PLPs. They are aware of the mechanisms to raise concerns and provide feedback on their current programme. Students tell us they are involved in the development of the new apprenticeship route. The programme team tell us apprenticeship students will wear a student uniform when on the programme will be placed in areas other than their workplace to gain practice experience. Students say initially clinical staff are sometimes confused about their role when a new programmes start.

(Recommendation one)

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)

Not Met

R1.5 is not met. Programme documentation shows up to 50 percent RPL is permitted to the programme. There are mapping documents available that map the programme modules to the Standards of proficiency for registered nurses. Documentary evidence demonstrates and the programme confirm there's student-facing information and guidance on RPL. Candidate evidence submitted,

assessed, moderated and sampled by an external examiner then reported to an exam board before the candidate starts the programme. RPL is capable up to 50 percent of the programme which allows those candidates to commence midway through the four-year degree programme leaving them two years for completion.

The programme team tell us prospective apprentice students will undertake a skills scan prior to commencement. However, this skills scan document is not presented. (Condition one)

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

Not Met

R1.6 is not met. The programme team tell us prospective students will undertake a skills scan prior to commencement. However, this skills scan document is not presented. (Condition one)

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

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Met

R1.7 is met. Unchanged since original approval on 12 September 2019.

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

There are no students transferring.

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

N/A

There are no students transferring.

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

No

Prospective students will undertake a skills scan prior to commencement. However, this skills scan document is not presented. (Condition one)

Outcome

Is the standard met?

Not Met

Prospective students will undertake skills scan prior to commencement. However, this skills scan document is not presented.

Condition one: The AEI to provide the skills scan mapping document and process which demonstrates how apprentice degree candidates will evidence proficiencies and prior learning to guide bespoke practice placements and avoid duplication of learning. (SFNME R2.8; SPRNP R1.5, R1.6)

Date: 22 June 2020

Post Event Review

Identify how the condition is met:

Condition one: Evidence is provided for robust initial assessment of RPL with milestone and progress against proficiencies. The documentary tool now provided to support this evidence is the RDNA skills scan (July 2020) and the RDNA RPL governance document (July 2020).

Evidence:

RDNA skills scan, July 2020

RDNA RPL governance document, July 2020

Date condition(s) met: 4 August 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

SFNME R2.8 is met.

SPRNP R1.5 and R1.6 are now met.

Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Documentary evidence and findings from the visit confirm nurse degree apprenticeship students will be employed within stated local trusts and healthcare organisations. Students will follow practice placements pathways designed specifically for their needs following undertaking of a skills scan prior to commencement.

The programme team and employer PLPs confirm degree apprenticeship students will be supernumerary. Students tell us they experience all four fields of practice and there are arrangements to ensure apprenticeship students will have experience of all four fields of nursing practice. This is recorded in their MYEPAD. The curriculum is unchanged for theoretical aspects of four field experience and will follow that of the established BMedSci adult nursing programme. Practice placements are allocated from the AEI placement department with progression monitored through MYEPAD and attendance records.

EU Directives experience and understanding for adult nurses will be replicated following the existing BMedSci degree programme curriculum with evidence of exposure being collected in their MYEPAD.

The programme specification and programme team presentation provide a summary breakdown of theory and practice hours. This degree apprenticeship route will be delivered over a minimum of four years. The structure of the route is developed to ensure the programme is 50 percent theory and 50 percent practice. It is based on 37.5hour week which enables the student to complete 2300 theory and 2300 programme hours. The route is divided into three parts, which are progression points of two units per part, six units over the four-year period. The balance between theory and practice learning is appropriate and sufficient to allow students to meet the Standards of proficiency for pre-registration nursing. The proposed route will use the same modules as the BMedSci pre-registration nursing programme.

The programme team present programme plans showing theory days (including induction) and supernumerary practice days with inter-professional learning opportunities embedded within modules. The programme plan shows students have a 12 week placement at the end of their programme. MYEPAD records student supervision and assessment. This document details hours in practice to provide assurance the EU working time directive is not exceeded.

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 team confirm this programme is for adult nursing only ensuring module content and assessments are applied to adult nursing.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

(R2.7)

Yes

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

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

Met

R2.8 is met. Unchanged since original approval on 12 September 2019.

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

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

Met

R2.9 is met. The programme specification provides a summary breakdown of theory and practice hours, with the nurse degree apprenticeship route being delivered over a minimum of four years. The structure of the programme route is developed to ensure an equal balance of theory and practice. The structure is based on 37.5 hour week which enables the student to complete 2300 theory and 2300 practice hours. The programme is divided into three parts (which are progression points), two units (modules) per part, six units (modules) over the four year period. 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. Theoretical study consists of face-to-face teaching, group work, technology enhanced learning, lecture capture, tutorials, clinical simulated skills and personal study. Students will be able to join the direct entry BMedSci students for shared modules. Appropriate module aims, descriptors and outcomes are specified at programme level. There's a practice allocation model for the delivery of the

programme that demonstrates achievement of designated hours. The programme team confirm they allocate practice placement for students and ensure all students are supernumerary in practice. There's relevant breadth and scope of practice placement areas for example, community nursing, high dependency, long term conditions. Employer PLPs and the programme team tell us students who have absence through sickness will be provided with opportunities to retrieve any unmet theory or practice hours at the end of the part to allow for achievement and progression in a timely and supported manner.

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 will not be 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 is for single field of nursing (adult).

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 22 June 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. Documentary evidence and the programme team, PLPs and employer PLPs tell us there are robust systems in place to ensure apprenticeship students are able to develop in theory and practice to meet the Standards of proficiency for registered nurses. There's a range of scheduled placements in each unit which

provides students with opportunities to work within other fields of practice and within the adult field of practice. Employers and PLPs confirm practice placements are shared between providers via reciprocal agreements among PLPs supporting pre-registration nursing students. Programme design supports students to achieve the Standards of proficiency for registered nurses outside their normal workplace. This ensures student supernumerary status. Students complete their final 12 week in an area other than their work area. Occasionally a student might wish to complete in their work area, if they want to prepare for their management in this specific area. Stakeholders are clear that this student will be given continued supernumerary practice. All students tell us they're supernumerary in practice and supported in their learning. They are complementary about employer support for this new route saying it will help some people in their career development.

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

Met

R3.2 is met. Unchanged since original approval on 12 September 2019.

The AEI, PLPs and employers use a monitoring system called BRAG (blue, red, amber, green) to meet regularly with the students to support their progression. These meetings are also part of the stated contract with the apprenticeship student and employer. There's documentary evidence that all modules and practice learning environments are subject to evaluations which are fed through the appropriate practice partnership meetings. PLPs and the programme team confirm practice areas can be withdrawn and suspended if there are any concerns and apprenticeship students can be placed elsewhere.

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

Met

R3.3 is met. Unchanged since original approval on 12 September 2019.

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

Met

R3.4 is met. Unchanged since original approval on 12 September 2019.

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 is a strong personal tutor support process in place and peer assisted study sessions available for students (PASS) used to help students to make the link between theory and practice. Students are placed in peer groups with other pre-registration students to support each other. Students at the visit confirm this. This system is in place for all students on pre-registration programmes.

PLPs confirm they work closely with the university in recognising and responding to student's individual needs and personal circumstances when organising practice learning. Employer PLPs and the programme team assure us students will have full access to dedicated university-based services which assess needs and disability and will make reasonable adjustments as required. This is confirmed by students at the visit.

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: 22 June 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.

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

Met

R4.2 is met. Unchanged since original approval on 12 September 2019.

Documentary evidence and findings from the visit provide assurance that students undertaking the nurse degree apprenticeship will be supervised and supported. The programme team tell us all practice assessors and practice supervisors will be identified, receive training and be made aware of the nurse degree apprenticeship route. Students tell us that initially practice learning staff can appear confused and unaware of new routes available for pre-registration nursing. This has led to a recommendation to improve communication to the practice staff supporting degree apprentice nurses. (Recommendation one)

The MYEPAD guide (2019) and student handbook (2020) identifies the roles of practice supervisors and practice assessor and in relation to students on this route. Employers and PLPs are confident practice assessors and practice supervisors are prepared well for these roles. Students say they are very well supported in practice and understood practice supervisor, practice assessor and academic assessor roles.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Unchanged since original approval on 12 September 2019.

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

Met

R4.5 is met. Unchanged since original approval on 12 September 2019.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

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

Yes

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

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and

skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 22 June 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 eligibility to register as a nurse with the NMC.

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

Yes

Outcome

Is the standard met?

Met

Date: 22 June 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: Placement agreements for the following organisations: Sheffield Teaching Hospitals NHS Foundation Trust, 22 June 2020	

Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Rotherham
NHS Foundation Trust, 22 June 2020
Rotherham Doncaster and South Humber NHS Foundation Trust, South West
Yorkshire Partnership NHS Foundation Trust, 22 June 2020
Chesterfield Royal Hospital NHS Foundation Trust, 22 June 2020
Barnsley Hospital NHS Foundation Trust, 22 June 2020

Post approval visit documentary evidence to meet conditions:
RDNA skills scan, July 2020
RDNA RPL governance document, July 2020

Additional comments:
None

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: Year two pre-registration nursing associates x four. Year three BMedSci (Hons) pre-registration nursing students x three.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

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	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care quality commission reports for:	

Sheffield Teaching Hospitals NHS Foundation Trust, 14 November 2018
Doncaster and Bassetlaw NHS Teaching Hospitals Trust, 19 February 2020
Rotherham Hospitals NHS Foundation Trust, 18 March 2019
Rotherham Doncaster and South Humber NHS Foundation Trust, 20 December 2019

If you stated no above, please provide the reason and mitigation
Not required for this visit

Additional comments:
None

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Issue record

Final Report

Author	Michelle Laing	Date	27 June 2020
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Submitted by	Lucy Percival	Date	14 August 2020
Approved by	Leeann Greer	Date	17 August 2020