

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Sheffield Hallam University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Rotherham, Doncaster and South Humber NHS Foundation Trust Private, voluntary and independent health care providers</p>
<p>Programmes reviewed: <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input type="checkbox"/> <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/> <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children’s <input type="checkbox"/> Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p>Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn’t apply to a current AEI programme/route (for example new routes are</i></p>	<p>BSc (Hons) Nursing Adult (Part-time)</p>

<i>being added that have a different title to those already approved)</i>	
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

<p>NDA Children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>NDA Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>NDA Mental Health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/mental health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Programme start date:	
RN – Adult	9 September 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	

Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
Date of modification:	19 April 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Aileen Monkhouse

Section two

Summary of review and findings

Sheffield Hallam University (SHU), the approved education institution (AEI), college of health, wellbeing and life sciences is presenting for approval the satellite campus of Doncaster College University campus (DCUC), department of education, health and community practice. SHU present an approved four-year part-time BSc (Hons) pre-registration nursing adult route for delivery at DCUC.

This is a major modification to the BSc (Hons) nursing pre-registration (part-time) programme. The full-time pre-registration programme was approved on 20 February 2019, modified to provide a postgraduate route on 15 January 2020 and modified further to provide a part-time route on 29 May 2020.

The programme consultation logs, documents and major modification process confirm collaboration and co-production between the AEI, DCUC, practice learning partners (PLPs) and service users and carers (SUCs) in developing the programme and delivering it at the satellite campus of DCUC. All stakeholders are enthusiastic in their support of this modification.

Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Rotherham, Doncaster and South Humber NHS Foundation Trust and independent and voluntary organisations support the proposed programme. The practice assessment document Midlands, Yorkshire and east practice assessment document (MYEPAD) developed by PLPs and AEIs in the pan-Midlands, Yorkshire and east practice learning group will be used to assess practice.

Facilities at DCUC have the capacity and resources in place to deliver safe and effective learning. Future building developments are planned to further enhance the student learning environment. The students' learning experience is led by SHU academic staff with the support of appropriately qualified academic staff at DCUC.

Documentation and arrangements at institution and at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) and Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The major modification to the programme is recommended to the NMC for approval.

Two joint NMC and university recommendations are made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<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>
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider bespoke programme evaluation for students based on the Doncaster campus to ensure equivalent student experience with SHU students. (SFNME R3.1, R3.18; Standards for pre-registration nursing programmes (NMC, 2018) (SPNP) R2.1) (NMC and university recommendation)</p> <p>Recommendation two: Consider supporting practice supervisors and practice assessors with the</p>

	electronic MYEPAD implementation. (SSSA R1.4; SPNP R4.2) (NMC and university recommendation)
Focused areas for future monitoring:	<p>Review of student evaluation for students based at the Doncaster campus to ensure equivalent student experience with SHU students.</p> <p>Support provided for practice supervisors and practice assessors with the electronic MYEPAD implementation.</p> <p>Inspection of the facilities for teaching in the learning resource centre, level five at DCUC.</p> <p>The contribution of appropriately qualified staff employed by DCUC to the teaching and assessment on the programme in theory and practice.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
N/A	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The title faculty of health and wellbeing has been corrected to the college of health, wellbeing and life sciences.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

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

NMC Programme standards

[and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#)
(NMC, 2020)
[QA Handbook](#) (NMC, 2020)

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.

Consultation logs and documentation and the major modification process detail collaboration and co-production between the AEI, DCUC, PLPs and SUCs in preparing for programme delivery at DCUC. Stakeholders we met have a clear understanding of the requirements for programme delivery. There is enthusiasm from key stakeholders for the modification.

At the modification visit, senior management from SHU and DCUC tell us of their commitment to the delivery of the programme at the DCUC site. The DCUC current staff and resources, together with resources planned for the future, support programme delivery at DCUC.

The documentation evidences that students have access to academic, disability, wellbeing, counselling, careers, library, information technology (IT) support, student union facilities services and support at both the Sheffield and DCUC sites. The programme team confirm this and say each student will have an academic tutor for support and to signpost students to appropriate services.

DCUC students confirm they receive support from the library, IT, wellbeing and counselling services and from their academic tutors. They have a named academic adviser from DCUC who they are able to access for support and guidance.

Delivery of the programme is in partnership with SHU and DCUC. The programme team tell us that modules are led and delivered by existing SHU module staff, with DCUC staff contributing to some of the teaching. As DCUC staff gain experience, their contribution to teaching and assessment will increase. The quality enhancement of assessment, moderation and external examiner processes are the same for SHU and DCUC students.

Documentation and the programme team tell us that students at DCUC are undertaking the same evaluation process and feedback as students on the SHU programme. A recommendation is made for the programme team to consider

bespoke programme evaluation for the small cohort of students based at DCUC to ensure equivalent experience with SHU students. (Recommendation one)

Documentation shows that a SUC is part of the development of the modification and is part of the programme team at the modification visit. SUCs contribute to teaching in the approved programme. Documentary evidence identifies more locally based SUCs are to be recruited, to ensure views of local SUCs are reflected. The programme team tell us students have to gain feedback from SUCs on their placement as part of their practice assessment.

PLPs confirm satisfaction with the partnership with SHU and DCUC. They say their needs and those of the local community are addressed in developing this initiative. PLPs say communication and networking with SHU is highly effective. Programme documentation and the modification process evidence that effective partnership arrangements are in place for the preparation and support of practice supervisors and practice assessors.

Processes are in place for poor Care Quality Commission (CQC) reports or poor student evaluations. PLPs and SHU describe actions taken and provide examples of working together to ensure a quality learning environment is provided and public safety is maintained.

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

MET **NOT MET**

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

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

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

YES NO
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES NO

Provide an 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 **NOT MET**

R1.5 is met. Unchanged since the major modification on 29 May 2020.

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

MET **NOT MET**

R1.6 is met. Unchanged since the major modification on 29 May 2020.

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

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

MET **NOT MET**

R1.7 is met. Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes, and remain the same for the approved pre-registration nursing programme.

There are support strategies for students at DCUC to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. The learning resource centre (LRC) is Wi-Fi enabled and all students are encouraged to bring their own portable devices.

The library facilities are currently over two floors (level three and four). Level three contains extensive ranges of books (65,000) and journals, as well as librarian and technology support. There are 54 open access e-computer terminals to enable students to access technology enhanced learning and the virtual learning environment for private study. Private study areas, group rooms and breakout rooms are available within the library for students' use.

Level four of the LRC is the main teaching area for students undertaking higher education study, with classrooms, clinical simulation rooms and bookable breakout rooms.

A virtual design of the accommodation planned to be made on the fifth floor to accommodate future cohorts of students is presented. This includes a student social space, four bay area for clinical and community skills simulation and a bespoke private study area. Senior college management and the teaching team tell us this accommodation will be completed by January 2022.

Documentation shows students have a prescribing workbook to complete across the programme which develops abilities in numeracy, prescribing and practice skills in preparation for their practice experience.

Documentation and the major modification process show that each student at DCUC has an academic adviser to oversee their continuous professional development. This is confirmed by the programme team and the students.

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 NO

Proposed transfer of current students to the programme under review

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

Programme documentation and the major modification process confirms students will not be transferring onto the proposed part-time route at the DCUC site.

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

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

The SSSA is established in all partner organisations.

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

YES NO

Outcome

Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 19 April 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must:
<p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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</p> <p>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</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>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</p> <p>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</p> <p>R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies</p> <p>R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>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</p>

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
 YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
 YES NO
- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)
 YES NO

Provide an 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 NOT MET

R2.4 is met. The documentation evidences how the design and delivery of the programme supports students in both theory and practice to gain experience across all four fields of nursing practice; adult, mental health, learning disabilities and children’s nursing. DCUC academic staff supporting the programme are registered nurses (adult). In the future, senior DCUC management say they intend to recruit registered nurses from other fields of nursing practice. The programme team tell us that students are taught by SHU academic staff representing all fields of nursing. PLPs say opportunities for experience across four fields are overseen by practice supervisors and recorded in the MEYPAD.

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

MET NOT MET

R2.5 is met. Unchanged since the major modification on 29 May 2020. The major modification is for the adult field only.

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 NO

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

YES NO

Provide an 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 NOT MET

R2.8 is met. There is evidence to demonstrate mapping to ensure that field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration is included for entry to the adult nursing field. The programme team say pharmacy and medicines administration resources are developed since the last modification visit. Students are able to revisit online

learning material at any time. Evidence of successful completion is required for completion of the one credit practice module.

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

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

MET **NOT MET**

R2.9 is met. Unchanged since the major modification on 29 May 2020.

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

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

YES **NO** **N/A**

The programme is delivered in England.

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

YES **NO**

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

YES **NO**

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

YES **NO** **N/A**

The programme leads to registration in one field of nursing only.

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

YES **NO** **N/A**

This route is for pre-registration nursing only.	
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 April 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:
<p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p> <p>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages</p> <p>R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in <i>Standards of proficiency for registered nurses</i>, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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</p>

programme standards document)
 R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
 R3.6 ensure students experience the range of hours expected of registered nurses, and
 R3.7 ensure that students are supernumerary.

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

Findings against the standard and requirements

Provide an 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 **NOT MET**

R3.1 is met. Unchanged since the major modification on 29 May 2020.

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

MET **NOT MET**

R3.2 is met. Documentary evidence and the modification process demonstrate students have a range of experiences to meet the holistic needs of people of all ages. The SHU director of placement learning, the programme team and PLPs tell us that practice learning placements are available to enable students to achieve programme learning outcomes. Placement allocations are managed by SHU with support from learning environment managers in PLP organisations. Robust measures are in place, through placement audit and student placement evaluation, to monitor the quality of the placement provided. Systems are in place to manage learning environments if negative student evaluations are received. We have examples of actions taken by both SHU and PLPs. The programme team tell us a link lecturer is allocated to a practice area providing support to students. Practice supervisors and practice assessors confirm 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 **NOT MET**

R3.3 is met. Unchanged since the major modification on 29 May 2020.

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

MET **NOT MET**

R3.4 is met. Unchanged since the major modification on 29 May 2020.

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

MET **NOT MET**

R3.5 is met. Unchanged since the major modification on 29 May 2020.

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

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 19 April 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
<p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p> <p>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</p> <p>R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse</p> <p>R4.9 ensure that there is equal weighting in the assessment of theory and practice</p> <p>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 <i>Standards of proficiency for registered nurses</i>, and</p> <p>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</p>

Annexe 1 of programme standards document)

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

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentation and findings at the modification visit confirm SHU, DCUC and PLPs have the necessary resources, academic staff, practice supervisors and practice assessors in place to support the delivery of the programme at DCUC and in partnership organisations.

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

MET **NOT MET**

R4.2 is met. Practice supervisor and practice assessor roles are fully outlined in programme documentation. At the modification visit, PLP representatives and the programme team demonstrate a clear understanding of role requirements. There are appropriately qualified staff in place to support part-time students on an ongoing basis.

The programme team and senior management from the AEI say Sheffield-based academic assessors would initially undertake the role of academic assessors for DCUC students. Preparation and support of appropriately qualified DCUC academic staff to become assessors is currently being undertaken.

Practice assessors and practice supervisors tell us they have preparation for their role and receive regular updates and support from the programme team. A clear understanding of their roles is evident.

The practice assessors and practice supervisors tell us of problems with the

electronic MYPAD implementation. They are experiencing some issues with electronic access from practice sites and navigating the interface. A recommendation was made to consider supporting practice supervisors and practice assessors with the electronic MYEPAD implementation. (Recommendation two)

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

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

YES NO

Provide an 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 NOT MET

R4.4 is met. Unchanged since the major modification on 29 May 2020.

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

MET NOT MET

R4.5 is met. Unchanged since the major modification on 29 May 2020.

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

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

YES NO

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

YES NO

<ul style="list-style-type: none"> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 19 April 2021</p> <p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)
YES **NO**
- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)
YES **NO**

Fall Back Award

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

YES **NO** **N/A**

There is no fall back award with registration as a nurse for this programme.

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

YES **NO**

Outcome

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

Date: 19 April 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>The major modification is for the provision of the approved programme part-time pre-registration nursing (adult) at a new site. No amendments were made to the existing programme specifications, modules descriptors, MYEPAD, ongoing record of achievement and practice learning handbook. The programme is using existing PLPs with whom SHU have a signed supernumerary agreement. This is not an apprenticeship route.</p>		
<p>List additional documentation:</p> <p>AEI self-assessment report, 17 January 2020 SHU approval report pre-registration Nursing BSc (Hons) Nursing Adult, child, mental health nursing and learning disabilities and social work, February 2019 SHU major modification report MSc pre-registration Nursing, 15 January 2020 SHU major modification report pre-registration Nursing BSc (Hons) Nursing adult, child and mental health nursing part-time route, 29 May 2020</p>		
<p>Additional comments: None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study: We met with students currently studying at DCUC as there are currently no student on this programme. Level four FdSc professional practice in health and social care x one CertHE professional practice in health and social care x one Level five FdSc professional practice in health and social care x three</p>		

Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not included in this modification		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC reports for: Barnsley Hospital NHS Foundation Trust, 14 March 2018 Chesterfield Hospital NHS Foundation Trust, 29 May 2020 Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, 19 February 2020 Sheffield Teaching Hospitals Foundation Trust, 14 November 2018 The Rotherham, Doncaster and South Humber NHS Foundation Trust, 18 March 2019 Rotherham General Hospital, 22 September 2020		
If you stated no above, please provide the reason and mitigation: Practice learning environments and educational audit tools/documentation are approved. SHU is an established AEI.		
Additional comments: A virtual tour was given of the campus. A very good range of modern teaching accommodation, classrooms, lecture theatres, clinical teaching facilities, simulation suites with facilities for the technology enhanced learning and virtual learning environment are available. A specific area of the campus has been designated for higher education students.		

Students based on this site will have the majority of their placements at Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust and Rotherham, Doncaster and South Humber NHS Foundation Trust.

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Aileen Monkhouse	Date:	4 May 2021
Checked by:	Maureen Harrison	Date:	5 May 2021
Submitted by:	Amy Young	Date:	24 May 2021
Approved by:	Emiko Hughes	Date:	24 May 2021