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Programme approval visit report

<u>**Section one**</u>

Programme provider name:	Sheffield Hallam University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	**Private, independent, voluntary health care providers and social care providers:** Barnsley Hospice Barnsley NHS Foundation Trust Bluebell Wood Children's Hospice Chesterfield Royal Hospital NHS Foundation Trust Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust The Rotherham NHS Foundation Trust Rotherham, Doncaster and South Humber NHS Foundation Trust Sheffield Children's Hospital NHS Trust Sheffield Health and Social Care NHS Foundation Trust Sheffield Teaching Hospitals NHS Foundation Trust South West Yorkshire Partnership NHS Foundation Trust St Luke's Hospice
Programmes reviewed:	Pre-registration nursing adult, mental health, children, learning disabilities
Title of programme(s):	BSc (Hons) Nursing (Adult/ Mental Health/Children) BSc (Hons) Nursing (Learning Disabilities) and Social Work

Date of approval visit:	24 January 2019
Programme start date:	23 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☐ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10 ☐ Level 11
QA visitor(s):	Registrant Visitor: Peter McAndrew Lay Visitor: Ruth Jones

Section two

Summary of review and findings

Sheffield Hallam University (SHU) presented programme documentation for the approval of a three-year BSc (Hons) pre-registration nursing programme with fields in adult, mental health, children's and learning disabilities nursing. A three-year joint award BSc (Hons) Nursing (learning disabilities) with social work is also presented for approval.

The programme documentation and approval process confirm evidence of effective partnership working between SHU and key stakeholders. The proposals for the new programme have been widely consulted with practice learning partners (PLPs), students and service users and carers.

The programme documentation presents an innovative integrated care curriculum (ICC) that is shared with eight health and social care professions and provides a strong interprofessional learning component for the programme. The practice assessment documentation (PAD) has resulted from collaboration with a wide number of programme providers and provides a robust framework to the assessment of practice.

The quality of the information provided in the programme documentation is clear and concise and the programme is comprehensively described. The detail and spirit of the new Nursing and Midwifery Council Standards (NMC, 2018) are fully captured and clearly explained both in the programme documentation and by the approval process.

There were issues raised in Care Quality Commission (CQC) quality reports which required the attention of SHU and the associated PLPs to assure the quality of student placements. In all cases a triangulated approach including feedback from students and evidence from educational audits had been used to determine suitability of practice learning environments. Where required, action plans had been developed in collaboration with PLPs and are monitored in relation to the achievement of developmental action.

The programme development team are commended by the approval panel for the following achievements:

- It was evident from the meeting with PLPs that the department has forged excellent and collegial partnerships of the highest standard. The approval panel commended the use of the Midlands, Yorkshire and East of England PAD (MYEPAD) which has been adopted across a significant geographical area. The PLPs cited that they had a consistently positive experience of the partnership.
- The ICC was recognised as being at the forefront and cutting edge of practice within the sector. It was evident from discussions with PLPs, service users and students that they are supportive of this approach and were involved in the co-production of the model.

- The departmental team were fully engaged and working together to deliver the interprofessional learning strategy and to meet a common goal.
- The implementation of the student experience tutors demonstrates the department's approach to being responsive to student feedback. The students who met with the approval panel recognised this as being a beneficial development that enhanced cohort identity.
- The plans for the future of simulation activities in support of learning are a strength in addressing issues of scale and preparation for students prior to placement.

The programme is recommended to the NMC for approval with one condition. Six recommendations are also made.

20 February 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	☒Programme is recommended for approval subject to a specific condition being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Provide assurance that PLPs will attend selection activity in all circumstances and establish mechanisms to ensure that the student selection process involves PLPs and service users and carers. To also reflect this in the documentation by removing the statement relating to 'based on availability'. (Standards framework for nursing and midwifery education (SFNME) R2.7 and Standards for pre-registration nursing programmes (SPNP) R1.1.1, R1.1.2 and R1.1.3) **Practice learning:** None identified

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	Assessment, fitness for practice and award None identified **Education governance: management and quality assurance** None identified
Date conditions to be met:	28 February 2019
Recommendations to enhance the programme delivery:	Recommendation one: To make all changes to programme documentation that were identified by the approval panel and which included: future documentation to reflect the student support changes aligned to university support; detail the approved exemptions; clarify in which modules students will learn with others; to update GCSE requirements to clarify new GCSE grading; and, to clarify as to whether the entry requirements should differ slightly to those listed in the social work submission document e.g. maths GCSE. (SPNP R4.2) Recommendation two: To raise awareness to all students of the availability of the employability advisor support. (SPNP R4.4) Recommendation three: To provide current students with an assurance that they won't be disadvantaged by the ICC and that the department will provide opportunities within their current curriculum for upskilling. (SFNME R1.13) Recommendation four: To continue engagement with a variety of PLPs including community and primary care. (SFNME R1.12)

	Recommendation five: To enhance the consistency of approach in engaging with service users and carers across all fields of nursing practice. (SFNME R1.12)
	Recommendation six: To further develop the MYEPAD to enhance the opportunities for service users and carers to provide feedback to the student. (SPNP R4.4 and Standards for student supervision and assessment. (SSSA) R1.8)
Focused areas for future monitoring:	• Practitioners and service users and carers' involvement in student selection. (SFNME R2.7) • The MYEPAD for the assessment of the practice proficiencies. (SPNP R4.10 and SFNME 5.10) • The availability of employability advisor support for students. (SPNP R4.4) • Current students access to the ICC. (SFNME R1.13) • Engagement with the full range of practice learning partners including community and primary care. (SSSA R1.2; SPNP R3.1) • Service users' engagement across all fields of nursing practice. (SFNME R1.12) • Service users' provision of feedback through the MYEPAD. (SPNP R4.4)

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions
Revised copies of the programme documentation provide evidence that the changes required to meet condition one have been made.
Assurance is provided that student selection activity will be undertaken in partnership with PLPs, service users and carer representatives providing consistency in decision making.
Observations have been made by the education institution Yes ☒ No ☐
Summary of observations made, if applicable:
One error was highlighted. Reference to a named document as a source of evidence was incorrect and this has now been amended.

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Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date conditions met:	20 February 2019

Section three

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

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Findings against the standard and requirements

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

We found strong evidence of effective partnerships at all levels between SHU and their PLPs, service users and carers, students and other key stakeholders. There was evidence of a strong collaboration process on the development of the new programme and all stakeholders that we met have a clear understanding of the new requirements. There was considerable enthusiasm among key stakeholders for the implementation of the new standards.

At the approval visit PLPs described SHU as a good partner because they listen to their partners and take action to resolve issues. They described SHU as a proactive organisation as evidenced by some of the innovation contained in the new programme proposals. They also told us that communication and networking between SHU and PLPs is highly effective. Programme documentation and the approval process evidenced that there are effective partnership arrangements for maintaining the learning environment and for the support of practice supervisors and assessors.

Partnership information made available through documentation and the approval process didn't identify that there had been specific involvement from some minority groups of stakeholders. There appeared to be a lack of representation of the perspectives of the private, independent and voluntary healthcare sector; primary healthcare and health and social care community services. The approval panel recommended that the programme development team continue efforts to maintain good productive partnerships with these health and social care providers. (Recommendation four) (SFNME R1.12)

Service users and carers told us that they felt very valued and supported by SHU. They told us that they feel they are full partners in the process and their voices are heard. They told us that their input into programmes is highly valued

by students who respect their contribution. They told us that they had contributed to the development of the new programme and had attended specific group meetings to discuss relevant issues. There is evidence that service users and carers are involved in the development, delivery and continued review of the programme. This involvement is not consistent across all fields of nursing practice and parts of the programme to enable good practices to be shared. The approval panel recommended that the programme development team strengthen the coordination of service user and care input in all aspects of the programme especially the assessment process. (Recommendation five) (SFNME R1.12)

Students told us that some had been involved in the curriculum development process for the new programme. Others told us that they hadn't seen the documentation for the new programme but that they like some of what they have been told about it. They told us that they are concerned that they may be behind the new cohorts in terms of employment opportunities as they are educated using the old pre-registration nursing standards. They requested access to the employability advisor support who would be available to students on the new programme to give them equity of opportunity to available employment opportunities. The approval panel recommended to the programme development team that the employability advisor support role is made available to existing students. (Recommendation two) (SPNP R4.4)

The ICC forms the spine of the programme and ensures a truly interprofessional learning approach is adopted. The ICC involves students from eight health and social care professions and is delivered from an innovative modular base that has been developed over the last 20 years. The programme development team are commended by the approval panel for the development of the ICC which is recognised as being at the forefront and cutting edge of practice within the sector. It was evident from discussions with PLPs, service users and students that all are supportive of this approach and were involved in the co-production of the ICC model. Current students told us that they are aware of the further development of the model and they are concerned that they may be disadvantaged by not having the opportunity to learn within it. The approval panel recommended that the programme development team provide current students with an assurance that they won't be disadvantaged by the ICC and that the department will provide opportunities within their current curriculum for upskilling. (Recommendation three) (SFNME R1.13)

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** ☐

Gateway 2: *Standards for student supervision and assessment*   **MET** ☒   **NOT MET** ☐

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Outcome: **If not met,** state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

The standards are met. The following recommendations are made:

Recommendation two: To raise awareness to all students of the availability of the employability advisor support. (SPNP R4.4)

Recommendation three: To provide current students with an assurance that they won't be disadvantaged by the ICC and that the department will provide opportunities within their current curriculum for upskilling. (SFNME R1.13)

Recommendation four: To continue engagement with a variety of PLPs including community and primary care. (SFNME R1.12)

Recommendation five: To enhance the consistency of approach in engaging with service users and carers across all fields of nursing practice. (SFNME R1.12)

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:
1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and
children's nursing
1.1.2 demonstrate values in accordance with the Code
1.1.3 have capability to learn behaviours in accordance with the Code
1.1.4 have capability to develop numeracy skills required to meet programme outcomes
1.1.5 can demonstrate proficiency in English language
1.1.6 have capability in literacy to meet programme outcomes
1.1.7 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).

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 practitioner's involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES ☐   NO ☒

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

R1.1.1, R1.1.2 and R1.1.3 The programme documentation states that interviews will be conducted by at least one academic staff member and wherever possible (based on availability) a member of staff from a partner agency and a service user or carer. SHU are requested to provide assurance that practitioners and service users and carers are always involved in the selection process and that appropriate records are maintained. The programme development team told us that this is generally the case but that there are occasions when practitioners and service users and carers may not be present. The approval panel informed the programme development team that the NMC SFNME R2.7 requires that practitioners and service users and carer representatives must be included in the selection process. There is not consistent partnership decision making between SHU and PLPs to ensure R1.1.1, R1.1.2 and R1.1.3 are met. (Condition one)

- 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:
R1.5 Programme documentation and evidence at the approval visit confirms that up to a maximum of 50 percent of recognition of prior learning (RPL) can be accredited. As SHU regulations permit more than 50 percent RPL an exemption to the regulations has been granted for this programme. R1.5 is met.

- 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:
R1.6 Comprehensive programme mapping documentation confirms that RPL is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes. R1.6 is met.

- 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 (ORA) 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:

R1.7 Programme documentation and the approval process confirms that the candidate's capability to develop numeracy skills are assessed in the admission process. It also confirms that candidates must effectively demonstrate proficiency in the English language through the requirement to have GCSE English grade C or above or if an overseas candidate they must have international English language test score (IELTS) of 7 or the NMC approved equivalent. The candidate's ability to speak English is effectively assessed in group work activity and the face to face interviews which are part of the selection process. The evidence also confirms that SHU has an effective approach to assessing candidates' digital and technological capability as part of the selection process. The OAR and MYEPAD are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. R1.7 is met.

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 supported by discussion with representatives from the programme development team confirm that students will not be transferring onto the proposed programme. The current students will not be transferring to the SSSA.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES** ☐ **NO** ☒

If the AEI has not met the Gateway 1 Standards, please state the reason(s) why and the conditions set:

The admissions handbook states that interviews will be conducted by at least one academic staff member and wherever possible (based on availability) a member of staff from a partner agency and service user or carer. SHU are requested to provide assurance that practitioners and service users are always involved in the selection interview and that appropriate records are maintained. They told us that this is generally the case but that there are occasions when practitioners and service users and carers may not be present. The approval panel informed the programme development team that the NMC SFNME R2.7 requires that practitioners and service users and carer representatives must be included in the selection process. There is not consistent partnership decision making between SHU and PLPs to ensure R1.1.1, R1.1.2 and R1.1.3 are met. (Condition one)

Condition one: Provide assurance that PLPs will attend selection activity in all circumstances and establish mechanisms to ensure that the student selection process involves PLPs and service users and carers. To also reflect this in the documentation by removing the statement relating to 'based on availability'. (SFNME R2.7 and SPNP R1.1.1, R1.1.2 and R1.1.3)

Outcome: The standard is not met.

Date: 24 January 2019

- *narrative box to include reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)*

The admissions handbook states that interviews will be conducted by at least one academic staff member and wherever possible (based on availability) a member of staff from a partner agency and service user or carer. The NMC SFNME R2.7 requires that practitioners and service users and carer representatives must be included in the selection process.

SFNME Standard R2.7 Ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection. (Condition one)

SHU together with PLPs must confirm on entry to the programme that students:

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

1.1.2 demonstrate values in accordance with the Code

1.1.3 have capability to learn behaviours in accordance with the Code

There is not consistent partnership decision making between SHU and PLPs to ensure R1.1.1, R1.1.2 and R1.1.3 are met. (Condition one)

Condition one: Provide assurance that PLPs will attend selection activity in all circumstances and establish mechanisms to ensure that the student selection process involves PLPs and service users and carers. To also reflect this in the documentation by removing the statement relating to 'based on availability'. (SFNME R2.7 and SPNP R1.1.1, R1.1.2 and R1.1.3)
Post event review   **Identify how the condition(s) is met:**   Revised programme documentation submitted by SHU provides assurance that all student selection activity will always be undertaken in partnership with PLPs, service users and carer representatives. This partnership provides assurance of consistency in decision making between SHU and PLPs.   Evidence: Response from programme development team on the conditions, 19 February 2019   SHU, PLP and service user involvement in pre-registration nursing and midwifery selection, 19 February 2019   SHU integrated care curriculum submission document, BSc (Hons) nursing (adult, child mental health fields), revised documents, 18 February 2019   SHU integrated care curriculum submission document, BSc (Hons) nursing (learning disabilities) and social work, revised document, 18 February 2019
Date condition(s) met: 20 February 2019
Revised outcome after condition(s) met: 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 programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing   R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

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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

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 for education and training (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.

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- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.4 Documentation and evidence at the approval visit confirm that the design and delivery of the programme will support students in both theory and practice across all four fields of nursing. Assurance was provided at the approval visit that an effective process will be used to determine the level of expertise and knowledge required for specific competencies in the differing fields of nursing practice. We were also told that the student will have to demonstrate the ability to undertake the procedure at the required level for the field of practice. SHU currently have task and finish groups working on producing the criteria so that there is a consistency of approach across all fields of nursing. R2.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.5 Documentation and the approval process confirm that field specific learning outcomes are identified in the module descriptors, and field specific content is listed in module descriptors. The programme development team told us that field specific learning will be further applied in tutorial groups. R2.5 is met.

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.8 Documentation and the approval process confirm that extensive mapping has been undertaken in the programme design to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are fully included in the programme. R2.8 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.9 Documentation and the approval process confirm that the programme structure demonstrates an equal balance of theory and practice learning and that these meet the NMC requirements. A comprehensive range of learning and teaching strategies are detailed in the documentation with the theory practice balance detailed at each part of the programme and at the end point. Module aims, descriptors and outcomes are appropriate for the programme. There's a practice allocation model for the delivery of the programme that demonstrates the achievement of the designated hours for the programme. The joint learning disabilities nursing and social work route also meets these programme requirements. Students will experience/have a placement in one other field of nursing. Exposure to the other fields will be gained through 'opportunistic learning' and recorded in the MYEPAD. R2.9 is met.

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** ☒

- 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** ☒

- 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** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Outcome: The standard is met.

Date: 24 January 2019

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:
R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration
nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students
with disabilities
R3.6 ensure students experience the range of hours expected of registered nurses, and
R3.7 ensure that students are supernumerary.

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

Findings against the standard and requirements

Provide an 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.1 Practice learning opportunities are outlined in the programme documentation and provide sound evidence that they'll allow students to meet the *Standards of proficiency for registered nurses* across all the four fields of nursing and a diverse range of people. The joint learning disabilities and social work route is a complex programme structure and students must meet the social work competencies as well as the nursing proficiencies. Assurance was provided within the approval process that student nurses undertaking this route would be enabled to achieve the nursing proficiencies in a nursing context. The programme development team told us that there have been partnership group meetings to establish potential risks related to the new curriculum and how to mitigate these to ensure safe and effective care by students when in practice. R3.1 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.2 Programme documentation and findings at the approval visit outline a number of initiatives which ensures that students experience a variety of practice learning environments and that these environments are of appropriate quality. We are also assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages. R3.2 is met.

- Evidence that the practice learning opportunities provide practice learning opportunities that 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.3 Programme documentation and findings at the approval visit confirm that practice learning opportunities are provided that 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. Students told us that they felt that the introduction of a student

experience tutor and mixed field student support groups will aid interprofessional communication and relationships during the programme and will be effective preparation for interprofessional working when employed. They told us that these mixed field student support groups would aid a sense of interprofessional community. R3.3 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.4 Programme documentation and findings at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme utilises the virtual learning environment BlackBoard, which includes e-learning packages to complement face to face teaching and learning. The programme development team told us about the use of 'CareField', a virtual town that can be populated with people with care issues, and simulation activities, some of which involve technology. Students confirmed these teaching and learning techniques are currently used. Students told us that they find simulation-based learning especially useful and that the sessions are well planned and delivered. They told us that it would be a significant improvement to the programme if these learning opportunities were increased in the new programme. The plans for the future of simulation activities in support of learning in the new programme are a strength in addressing issues of scale and preparation for students prior to placement. R3.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.5 The programme documentation and findings at the approval visit confirm that comprehensive processes are 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 is met.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

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There were issues raised in CQC quality reports which required the attention of SHU and the associated PLPs to assure the quality of practice learning environments. In all cases a triangulated approach including feedback from students and evidence from educational audits had been used to determine suitability of practice learning environments. Where required, action plans had been developed in collaboration with PLPs and they are monitored to ensure development plans are achieved. We scrutinised some of these plans on a spreadsheet that is maintained, and action taken appeared to mitigate any risks to students' practice learning. Issues had been escalated to the NMC when it was appropriate to do so.

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: The standard is met.

Date: 24 January 2019

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

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.1 Documentation and findings at the approval visit confirm that SHU and PLPs have developed and agreed guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. These include how individuals in these roles will be prepared and developed. Discussions about these new roles identified a real motivation to do things differently when supervising and assessing students in practice and they told us that they have been challenged in terms of their thinking. PLPs told us that they have participated in a regional group to implement the(SSSA. The group aims to ensure consistency across different practice learning environments. They told us that that they recognise the opportunities the new standards offer and view the SSSA as an opportunity to enhance practice learning for students while upholding the rigour of assessment of proficiency. R4.1 is met.

- 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 how they will be prepared for their roles. (R4.2).

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.2 The roles of the practice supervisor and practice assessors are fully outlined in the programme documentation. At the approval visit the roles were discussed and all PLP representatives have a clear understanding of the role requirements to meet the new NMC standards. We explored the challenges presented by the new assessment roles and there was a clear understanding of the possible issues. The preparation criteria and process for nurses undertaking these roles was fully discussed with the programme development team and PLP representatives. Although the plans are not yet finalised it was clear that processes are in place to ensure that plans will be implemented prior to the commencement of the new programme.

The programme documentation specified that the practice assessor can be from any field of nursing practice in years one and two. The programme development team accepted that this was written in error and will be corrected in the final documentation. (Recommendation one) R4.2 is met.

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.4 Documentation and findings at the approval visit confirm that there are processes in place to provide students with feedback throughout the programme to support their development.

The MYEPAD has been developed and adopted by 22 approved education institutions (AEIs) and is based on the Pan London PAD. The PAD addresses all the competencies in the NMC SSSA and addresses the role of the assessors. The MYEPAD provides a comprehensive and well tested assessment document and SHU are commended for its adoption. The engagement of service users and carers within the MYEPAD is minimal and isn't a formal requirement in providing feedback to students on their performance. This single page approach using a face design and minimal comments has been used for a number of years and it has not evolved to a more positive and formal feedback process. The approval panel made a recommendation to the programme development

team to further develop the MYEPAD to enhance the opportunities for service users and carers to provide feedback to the student. (Recommendation six)

Students we met during the approval process told us that they are concerned that they would be at a disadvantage to the new students who would have an employability advisor support role available to them to help them to determine future employment opportunities. The approval panel recommended to the programme development team that the role should be made available for existing students and that they should ensure that all students are aware of the employability advisor support that is available. (Recommendation two) R4.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.5 Documentation and findings at the approval visit confirm that comprehensive mapping documents have been developed that evidence that the students meet the *Standards of proficiency for registered nurses* and the programme outcomes for their fields of nursing. R4.5 is met.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6) **YES** ☒ **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7) **YES** ☒ **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) **YES** ☒ **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9) **YES** ☒ **NO** ☐
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10) **YES** ☒ **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to supervision and assessment are met   **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met **YES** ☒ **NO** ☐

Outcome: The standard is met. The following recommendations are made:

Recommendation one: To make all changes to programme documentation that were identified by the approval panel and which included: future documentation to reflect the student support changes aligned to university support; detail the approved exemptions; clarify in which modules students will learn with others; to update GCSE requirements to clarify new GCSE grading; and, to clarify as to whether the entry requirements should differ slightly to those listed in the social work submission document e.g. maths GCSE. (SPNP R4.2)

Recommendation two: To raise awareness to all students of the availability of the employability advisor support. (SPNP R4.4)

Recommendation six: To further develop the MYEPAD to enhance the opportunities for service users and carers to provide feedback to the student. (SPNP R4.4 and SSSA R1.8)

Date: 24 January 2019

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.
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** ☒

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

If no or not applicable, please state why:

Assurance was provided within the approval process that fall-back exit or intermediate awards would not provide eligibility for registration.

Documentation and findings at the approval visit confirm that the programme is a minimum of a bachelor's degree and that students are advised during and before completion of the requirement to register their qualification within five years of the award. It is also confirmed that any fall-back exit or intermediate awards associated with the programme are not eligible for NMC registration.

The approval process also confirms that effective shared partnership strategies and policies are in place to confirm that students meet the required proficiencies and are fit for practice and eligible for professional award. It also confirms that all decisions around proficiencies achievements are documented by the AEI and practice/academic assessors and there is evidence of external examiner moderation. Assurances are provided that external examiners will provide a report that specifically addresses the quality of theory and practice learning and that SHU will respond appropriately to external examiner reports and proposed actions.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met **YES** ☒ **NO** ☐

Outcome: The standard is met.

Date: 24 January 2019

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☐	☒
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐

CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

CQC reports, various dates

Spreadsheet on CQC quality reports and action taken, 24 January 2019

AEI self-assessment documents, various dates

Information on exemptions to university regulations, 24 January 2019

NMC register check for programme leaders and external examiners, 22 January 2019

Ensuring the uniqueness of the fields, 1 December 2018

Evaluation of the link lecturer pilot with Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust (DBTH): Final report, 20 November 2018

Supporting learners in practice: Implementation plan, 1 December 2018

Examples of service partner involvement in the co-production of the curriculum by field, 1 December 2018

Programme team presentation to the approval panel, 24 January 2019

Evidence of stakeholder involvement in programme development, 20 November 2018

Evidence of selection, admissions process and stakeholder involvement, 20 November 2018

Examples of disclosure and barring service checks, health screening and good character checks, 20 November 2018

Applicant guidance notes for the completion of record of prior learning (RPL) portfolio: MSc Nursing (mental health), 1 December 2018

External Examiner module moderation of student work related to RPL, September 2018

Developing digital technological literacy document, 2018

Current course phasing arrangements, 12 November 2018

Simulation document for new curriculum and simulation strategy, undated

Student placement journey document, 12 November 2018

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

| Approach to learning and teaching assessment document, undated |
| External examiner documentation, 1 December 2019 |
| |
| Additional documentation to meet conditions: |
| Response from programme development team on the conditions, 19 February 2019 |
| SHU practice learning partner and service user involvement in pre-registration nursing and midwifery selection, 19 February 2019 |
| SHU integrated care curriculum submission document, BSc (Hons) nursing (adult, child mental health fields), revised documents, 18 February 2019 |
| SHU integrated care curriculum submission document, BSc (Hons) nursing (learning disabilities) and social work, revised document, 18 February 2019 |

| If you stated no above, please provide the reason and mitigation |
| Practice learning handbook for practice supervisors and assessors specific to the programme are currently being developed and will be in place prior to the commencement of the programme. |

| Additional comments: |

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Pre-registration nursing students in the adult, child and mental health fields in year one, two and three.		
Service users and carers	☒	☐

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

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If you stated no above, please provide the reason and mitigation Not required for this approval.		
Additional comments:		

Author:	Peter McAndrew	Date:	04/02/2019
Checked by:	Bernie Wallis	Date:	14/02/2019
Final Report			
Author:	Peter McAndrew	Date:	04/03/2019
Checked by:	Bernie Wallis	Date:	12/03/2019
Approved by:	Andrea Bacon	Date:	14/03/2019
Submitted by:	Amy Young	Date:	19/03/2019