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Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

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Programme Major Modification report

Section one

Programme provider name:	Sheffield Hallam University
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing Adult BSc (Hons) Nursing Child BSc (Hons) Nursing Mental Health BSc (Hons) Nursing (Learning Disabilities) and Social Work BSc (Hons) Nursing Adult (Part-time) MSc Nursing Adult MSc Nursing (Child) MSc Nursing (Mental Health)

Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	BSc (Hons) Nursing Learning Disabilities MSc Nursing Learning Disabilities

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

Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

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

Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	19 March 2019
Date(s) of NMC approval of any modifications since last approval:	15 January 2020 29 May 2020 26 May 2021
Programme start dates:	
Current modification programme start date:	*Insert date below for each relevant route*
RN – Adult	BSc (Hons): 16 September 2024 MSc: 13 January 2025 BSc (Hons) part-time route: 16 September 2024
RN – Children's	BSc (Hons): 16 September 2024 MSc: 13 January 2025
RN - Learning Disabilities	BSc (Hons): 16 September 2024 MSc: 13 January 2025 BSc (Hons) Learning disabilities and social work: 16 September 2024

RN – Mental Health	BSc (Hons): 16 September 2024 MSc: 13 January 2025
NDA Adult	N/A
NDA Children's	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	N/A
Date of modification:	15 November 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Annesley

Summary of review and findings
Sheffield Hallam University (SHU) is an experienced Nursing and Midwifery Council (NMC) approved education institution (AEI). The college of health, wellbeing and life sciences (the college) at SHU is seeking major modification of their pre-registration nursing programme. The full-time pre-registration programme was approved on 19 March 2019 with undergraduate routes in all four fields of nursing practice. The programme was modified to include a postgraduate route on 15 January 2020 and further modified to provide a part-time route in adult nursing on 29 May 2020. Another modification was approved on 26 May 2021 to add a satellite site, Doncaster College University campus (DCUC), to provide the part-time adult nursing route. The modification applies to the full-time three-year undergraduate pre-registration Bachelor of Science with Honours (BSc (Hons) nursing adult, child, mental health and learning disability with social work routes, the full-time two-year pre-registration Master of Science (MSc) nursing adult, child and mental health routes, the part-time four-year undergraduate pre-registration BSc (Hons) nursing adult route delivered at SHU and DCUC. All stakeholders are supportive of the modification. The modification is in response to SHU's curriculum restructuring project which impacts on all pre-registration nursing routes and combines the addition of direct entry BSc (Hons) and MSc learning disability nursing routes. The modification is considered against the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The modification visit is undertaken by remote means. The modified programmes are delivered at the SHU Collegiate campus and University Centre Doncaster. Programme documentation, consultation with SHU senior leadership and discussion at the visit provide assurance of institutional support for the modification. The modification is in response to SHU's curriculum restructuring project and the health transformative project. Discussion with the SHU senior leadership team demonstrates that adding the BSc (Hons) and MSc learning disability nursing routes are supported at a strategic level. The programme team tell us that these routes are in response to national workforce shortfalls and the college's drive to provide flexible routes into nursing.

The proposed modifications are developed in partnership with the SHU's practice learning partners (PLPs) in the NHS and private, independent and voluntary organisations (PIVOs). PLPs tell us that these routes are needed to meet national and local workforce shortfalls in learning disability nursing.

Documentary evidence including service level agreements, tracker documents and discussion at the visit provide assurance of PLPs capacity to support the additional learning disability routes. In discussion, the programme team and PLPs demonstrate support for 30 learning disability students (BSc (Hons) 15 and MSc 15). PLPs show commitment to supporting the BSc (Hons) and MSc learning disability nursing routes. The programme team tell us that new PIVOs are only considered as PLPs if they're rated 'good' by the Care Quality Commission (CQC) and have sufficient resource to support students.

Discussion with the programme team and senior leadership provides assurance of sufficient academic staff to support the development of their pre-registration programme. Senior leaders tell us that the SHU has a high staff to student ratio to support learning. Student handbooks provide assurance of information and advice relevant to the modified curriculum and new routes for learning disability nursing. The SHU delivers an integrated care curriculum which has inter-professional learning (IPL) embedded.

SHU is part of the Pan-Midlands, Yorkshire and East practice learning group (MYEPLG). All programme routes adopt the Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR). Documentary evidence and discussion at the visit demonstrates a partnership approach to practice learning. Since September 2019 the MYEPAD and OAR are online, an e-PAD. The programme team confirm that all students use the e-PAD and it's well established in the college's current NMC pre-registration nursing programme. Evidence shows that PLPs, students and academic staff are familiar with the online practice documentation. The visit demonstrates strong partnership working regarding practice learning.

Discussion with the programme team shows that processes are in place to act on and manage adverse CQC reports. The senior leadership group holds regular meetings with chief nurse leads. These strategic discussions ensure that PLPs and SHU work together to mitigate impact on student experience.

Documentary evidence confirms that SHU monitors equality, diversity and inclusion (EDI) data to ensure that the learning culture is compliant with equalities and human rights legislation. EDI action plans show the college is addressing differences in attainment in first time module pass rate for non-white mental health MSc students.

At the visit the programme team tell us how EDI data informs programme development and supports international students joining the MSc route. The programme team tell us how they ensure inclusivity through staff training and work with the SHU's minoritised group for students to decolonise the curriculum and ensure diversity in module reading lists. Discussion at the visit shows examples of good practice that include adapting student uniforms to include the hijab, rather than students using their own, the use of a transgender sim mannikin in simulation learning and PLPs providing EDI training for practice supervisors and practice assessors.

Students tell us that they face challenges in their practice learning including discrimination. They tell us link lecturers are supportive and that practice placement facilitators and clinical educators help when they face difficult situations in placement. Measures are required to ensure effective action is taken and students are informed of the outcome.

Documentary evidence and discussion at the modification visit show that arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met a programme level.

Modification of the pre-registration nursing programme to include a BSc (Hons) nursing (learning disabilities) and an MSc nursing (learning disabilities) route and revision of the pre-registration curriculum is recommended to the NMC for approval, subject to meeting four conditions.

There are two NMC conditions and two joint NMC and university conditions. One university recommendation is made. Two areas for future monitoring are identified.

Updated 17 January 2024:

Evidence is provided to meet the NMC conditions. The NMC conditions are met. The joint NMC and university conditions are confirmed as met.

The modification is recommended for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐

	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with people who use services and carers (PUSCs) and students. (SFNME R1.12; SPNP R2.1) Condition two: Develop a communication plan that clearly outlines how information and support is provided to manage any interruption or disruption to a student's programme of study and provides transparent, timely and sensitive information on programme completion and entry to the NMC register. (SFNME R3.9, R3.10; SPNP R2.1) (NMC and university condition) **Selection, admission and progression:** Condition three: Provide evidence that PUSCs involved with recruitment have training (including EDI) to ensure student selection is open, fair and transparent. (SFNME R2.6, R2.7) **Practice learning:** Condition four: Provide evidence of how the programme team respond to placement issues related to racism or micro aggressions and demonstrate to students' assurance that the practice learning culture is fair, impartial and fosters good relations between individuals and diverse groups. If those behaviours continue at the placement provider, students must receive a report as to why the university continues to use that placement provider. (SFNME R1.10; SPNP R4.1) (NMC and university condition) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:**

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assurance of nursing, midwifery and
nursing associate education.

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	None identified.
Date condition(s) to be met:	15 January 2024
Recommendations to enhance the programme delivery:	Recommendation one: Review in 18 months' time, the impact of the conditions and recommendations set in this conjoint validation, along with students, PUSCs and PLPs to ensure that the conditions and recommendations have proved effective, this should be considered in an event facilitated by academic quality services. (University recommendation)
Focused areas for future monitoring:	The experience and support given to students who are required to complete additional practice learning prior to programme completion and entry to NMC register. The effective use of student practice learning experiences to ensure the practice learning culture is fair, impartial and fosters good relations between individuals and diverse groups.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The university has provided an implementation plan and timeline setting out how it will ensure the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. The plan shows a commitment to recruiting additional PUSCs to reflect all fields of nursing. Evaluation of the co-production of modules will be monitored following the first delivery of each programme module. A process for recruiting students and external partners to support evaluation is outlined. Condition one is met. The university has provided a communication plan which outlines how students will be informed of any interruption or disruption to a student's programme of study. The plan shows that a fortnightly email will be sent to all final year student cohorts, commencing January 2024. Evidence shows that the content and wording of the email communication will be informed by a stakeholder group. Condition two is met.

The university has provided a document setting out the process which will ensure that PUSCs involved with recruitment have training (including EDI) to ensure student selection is open, fair and transparent. Documentation shows that PUSCs will be given access to face-to-face EDI and unconscious bias training and only when they've completed this will PUSC take part in student recruitment.

Condition three is met.

The university has provided a flowchart and an incident report form which are part of their guidance for students reporting concerns/complaints on placement documentation. These show that students are encouraged to raise concerns in writing by completing an accident/incident/concern on placement form. Evidence in the form of a case study is used to demonstrate how the university will respond to a student who reports issues related to racism and/or micro aggression. The case study outlines what feedback is given to students if they report concerns and highlights learning from the case. The university sets out the process of reporting concerns and states that students should receive feedback once they've raised an issue of concern. Evidence shows that the university has strengthened their guidance for students reporting concerns/complaints on placement related to racism and/or micro aggression.

Condition four is met.

A letter confirming that the AEI agrees that all four conditions have been met.

The modification is recommended for approval.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	BSc (Hons) part-time route start date corrected to 16 September 2024.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 January 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
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 people who use services 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 people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

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 users of services, 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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentation and consultation logs provide evidence of partnership working between SHU, PLPs, current students and PUSCs. At the visit stakeholders confirm an inclusive consultation process to the development of the new curriculum and programmes but students and PUSCs tell us they're unsure what impact their feedback has made to the modified curriculum and new learning disability routes. Evidence of the impact of co-production is lacking. (Condition one)

Documentary evidence and discussion with the senior team confirms evidence of senior management commitment to the modification of all programmes and the addition of BSc (Hons) nursing learning disability and MSc nursing learning disability routes. PLPs through stakeholder engagement events and delivery model consultations support the curriculum modification and implementation of two new routes. They tell us they're influential in the development of the new routes, which they requested in response to local workforce issues.

PLPs and the programme team tell us that there's sufficient applicants for these additional routes into learning disability nursing. PLPs tell us of local workforce shortages and how these routes will help address the NHS workforce plan regarding recruitment and retention.

Partnership agreements are in place between SHU and PLPs and the university monitors these. SHU has partnership agreements to support students on the existing BSc (Hons) nursing learning disability and social work route. The programme team tell us these PLPs support students on the new learning disability routes. PLPs and the SHU are committed to safe and supportive learning environments for all pre-registration students.

Since 2018 the college is part of the MYEPLG, adopting the MYEPAD and OAR. Documentary evidence and the programme team tell us that the college has a longstanding role in partnership in practice learning which supports the implementation of the SSSA. In September 2019 the MYEPAD and OAR moved online, using PebblePad software. PLPs, students and academic assessors report that they're familiar with the e-PAD.

Students tell us they receive feedback which is constructive. They feedback on theory and practice experience and state they feel empowered to do so through student voice meetings, link lecturers and freedom-to-speak-up guardians. Students tell us they experience challenges in practice which impact on their perception of the learning culture as fair and impartial. Students feel able to share these concerns with link lecturers and practice learning facilitators but tell us they don't always see what changes have been made in response to raising concerns about fairness or discrimination in practice. They'd like the programme team and PLPs to learn from their experience to foster good relations between individuals and diverse groups and improve student experience. (Condition four)

There's documentary evidence of effective partnership working with PUSCs in programme delivery. At the visit we meet PUSCs from SHU's partners in learning group. They tell us they're involved in the recruitment and selection of students but that they've not had recent EDI training to ensure student selection is open, fair and transparent. (Condition three)

Discussion with PUSCs demonstrates that they're involved in the delivery of modules and contribute to student learning including question and answer sessions and formative student assessment. The programme team and PUSCs tell us that the partners in learning have been involved in a recent college away day. PUSCs say they feel part of the team and are listened too.

The SHU model of delivery is based on an integrated health and social care approach which has IPL. Documentation shows IPL weeks are included in programme plans to support student learning with, from and about other professions. Student use practice documentation to record learning from other professions.

Programme and university student facing documentation shows what student support is provided in terms of academic, disability, wellbeing, counselling, library and information technology. The programme team tell us that the college has recently appointed a student wellbeing advisor who provides guidance on wellbeing services and delivers student workshops including trauma awareness, resilience and imposter syndrome.

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

MET ☐   **NOT MET** ☒

There's a requirement for PUSCs and students to be fully engaged in all aspects of programme design and delivery. At the visit we find that while PUSCs and student engagement is important to the programme team there isn't an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with PUSC and students.

Condition one: Provide an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. (SFNME R1.12; SPNP R2.1)

There's a requirement for PUSCs involved with student recruitment to have regular training (including EDI) to ensure student selection is open, fair and transparent. At the visit we find that PUSCs are involved in the selection and recruitment of students but their EDI training isn't up to date.

Condition three: Provide evidence that PUSCs involved with recruitment have training (including EDI) to ensure student selection is open, fair and transparent. (SFNME R2.6, R2.7)

Students tell us they experience challenges in practice which impact on their perception of the learning culture as fair and impartial. Students feel able to share these concerns with link lecturers and practice learning facilitators but tell us they don't always see what changes have been made in response to raising concerns about fairness or discrimination in practice. They'd like the programme team and PLPs to learn from their experience to foster good relations between individuals and diverse groups and improve student experience.

Condition four: Provide evidence of how the programme team respond to placement issues related to racism or micro aggressions and demonstrate to students assurance that the practice learning culture is fair, impartial and fosters good relations between individuals and diverse groups. If those behaviours continue at the placement provider, students to receive a report as to why the university continues to use that placement provider. (SFNME R1.10; SPNP R4.1) (NMC and university condition)

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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:

Condition one: The university has provided an implementation plan and timeline setting out how it will ensure the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. The plan shows a commitment to recruiting additional PUSCs to reflect all fields of nursing. Evaluation of the co-production of modules will be monitored following the first delivery of each programme module. A process for recruiting students and external partners to support evaluation is outlined.

Evidence:
Updated condition one implementation plan NMC 10124 document, 12 January 2024

Condition three: The university has provided a document setting out the process which will ensure that PUSCs involved with recruitment have training (including EDI) to ensure student selection is open, fair and transparent. Documentation shows that PUSCs will be given access to face-to-face EDI and unconscious bias training and only once they've completed this will PUCS take part in student recruitment.

Evidence:
Updated condition three PUSCs process for recruitment, 12 January 2024

Condition four: The university has provided a flowchart and an incident report form which are part of their guidance for students reporting concerns/complaints on placement documentation. These show that students are encouraged to raise concerns in writing by completing an accident/Incident/concern on placement form. Evidence in the form of a case study is used to demonstrate how the university will respond to a student who reports issues related to racism and/or micro aggression. The case study outlines what feedback is given to students if they

report and highlights learning from the case. The university sets out the process of reporting concerns and states that students should receive feedback once they've raised an issue of concern. Evidence shows that the university has strengthened their guidance for students reporting concerns/complaints on placement related to racism and/or micro aggression.

Evidence:
Updated condition four placement learning NMC SHU, 12 January 2024
Updated accident incident concerns reporting form, 12 January 2024
Updated accidents or incidents on placement process map, 12 January 2024
Case study of student who reported experiencing racism on placement, 12 January 2024
Updated guidance for students on reporting complaints whilst on placement, 12 January 2024

Date condition(s) met: 12 January 2024

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 meet the entry criteria for the programme as set out by the SHU and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment* (**NMC 2018, updated 2023).

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 people who use services 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** ☐

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES ☒   **NO** ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET ☒   **NOT MET** ☐

R1.5 is met. The recognition of prior learning (RPL) requirement for the MSc route is changed as part of the proposed modification. The MSc course descriptor document proposes the reduction from the previously approved level of 760 hours to 600 hours of healthcare related experience. The programme team tell us that the reduction in the RPL requirement is in response to a fall in the number of applicants to the MSc routes. Applicants find it hard to evidence 760 hours.

Documentary evidence shows when BSc (Hons) students can use RPL to enter after the first progression point – part one. The RPL process for BSc (Hons) students completing a foundation degree allows application to year two. The RPL process is included in the BSc (Hons) course descriptor and applies to full-time and part-time BSc (Hons) routes.

- 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. There's documentary evidence that the RPL process applied by the college can support NMC registered nurses from one field of practice to apply through a portfolio submission to complete the MSc route in a different field of practice. Each application is reviewed by the lead for RPL.

- 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. Revised curriculum mapping documents provide evidence that the modified programme meets NMC requirements for numeracy, literacy, digital and technological literacy.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.

The revised BSc (Hons) nursing (adult, child, mental health and learning disabilities) is due to commence in September 2024 and existing students

(September 2023 and September 2022 cohorts) will transfer onto the modified BSc (Hons) routes from that date.

Current students completing the BSc (Hons) nursing (adult) part-time at both the SHU and satellite campus will transfer at times which match the progression points of either the end of part one or end of part two. At the visit the programme team tell us that students on the BSc (Hons) nursing (adult) part-time September 2021 and September 2022 cohorts will transfer in September 2024. The BSc (Hons) nursing (adult) part-time September 2023 cohort will transfer in January 2025.

Existing MSc nursing (adult, child and mental health) students won't transfer to the proposed modified programme.

Documentary evidence shows that students have been presented with information on the proposed transfer in their level five induction (September 2022 cohort) and level four induction (September 2023).

Part-time students at the SHU and satellite campus tell us they're aware of the planned transfer and have been able to ask questions on the process. At the visit we meet BSc (Hons) nursing (learning disability and social work) students and they're aware of the transfer to the new curriculum.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC 2018, updated 2023).
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 throughout SHU, the satellite campus and partner organisations. The students who'll transfer onto the modified programme are already supervised and assessed in line with 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** ☐
Outcome
Is the standard met?　　　　　　　　　　　**MET** ☒　　**NOT MET** ☐   **Date:** 15 November 2023
Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

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

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies

R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment

R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours

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

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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, R2.15, R2.16, R2.19, R2.20; 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 ☒

R2.1 is not met. There's a requirement for PUSCs and students to be engaged in all aspects of programme design and delivery. At the visit we find that while PUSC and student engagement is important to the programme team there's insufficient assurance to demonstrate the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. (Condition one)

Students require information which supports them to manage any interruptions or disruption to their programme, including timely and appropriate information on programme completion timescales. At the visit we find that while students have support and guidance from their link lecturers, other university communication they find confusing and insensitive. There's a requirement to develop a communication plan the outlines how students receive information on programme disruption and completion. (Condition two)

- 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 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 (R2.3)

  YES ☒   NO ☐

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

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

MET ⊠   NOT MET ☐

R2.4 is met. Programme and module level mapping supports the achievement of
FN:SPRN. Revised module descriptors confirm that students gain the required
theoretical knowledge in all four fields of nursing. Module descriptors provide
evidence of required theory content. In the four fields of practice there are field
specific modules and at the visit the programme team tell us the content is
updated and increased. Documentary evidence and the programme team tell us
that shared modules include generic and field specific module content .

The programme team tell us that from December 2023 students in all fields of
nursing and all programmes will complete the Oliver McGowan mandatory training
on learning disability and autism as an e-learning package.

The learning disability BSc (Hons) and MSc routes provide students with an
increased variety of learning opportunities in health, social care and education
settings. The integrated care curriculum is applied to all fields of nursing and
enables students to learn with, from and about other professionals.

Programme handbooks shows SHU as an early adopter of inter-professional
education (IPE). IPE learning is included in the modified nursing curriculum from
level four to level seven.

The programme team tell us that simulated practice learning (SPL) is part of
learning in relation to other fields of nursing in year one. SPL includes care across
the lifespan, care of people with mental health issues, perinatal mental health and
paternal mental health. PUSCs tell us they contribute to student learning and this
enhances student experience across all four fields. Students tell us they enjoy
learning from PUSCs.

Placement learning in other fields of nursing is achieved through alternative field
placements and SPL and opportunistic learning, which is recorded in the e-PAD. In
practice students have the support of practice learning facilitators and clinical
educators to access alternative field experience.

Mapping documents confirms that the BSc (Hons) and MSc nursing (learning disability) students gain the required experience in all four fields of nursing in theory and practice. Module descriptors provide evidence of this in theory content.

- 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. Programme documentation supports the structure of the BSc (Hons) (full-time) and MSc programme routes and outlines routes to apply to register with the NMC in adult, mental health, child or learning disability nursing. The part-time BSc (Hons) nursing route in adult nursing outlines a route to apply to register with the NMC in adult nursing and the BSc (Hons) learning disability and social work outlines a route to apply to register with the NMC in learning disabilities nursing.

Documentary evidence supports the identification of field specific learning through shared modules in each year of the programme in BSc (Hons) and MSc routes.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent 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. Programme and module documentation outlining the BSc (Hons) nursing and MSc nursing (learning disabilities) confirms that the structure of each programme route has an equal balance of theory and practice learning.

Module descriptors detail designated theory hours expressed as academic credit. The modification includes a mix of undergraduate modules (level four-six) of 20, 40 or 60 academic credits and post-graduate level (level seven) of 20, 30, 40 or 60 academic credits. The BSc (Hons) and MSc course descriptors outline the approach to learning and teaching and module descriptors evidence appropriate module aims, content and learning outcomes.

Evidence shows that the programmes and modules are built around an integrated care curriculum (ICC) approach which is an area of strength. Documentary evidence shows SHU as an early adopter of IPE with mandatory credit bearing modules in their curriculum. Course descriptor documents show students learn with, from and about peers from other professions including social work and allied health professionals.

Programme plans identify required placement hours across the programme. BSc (Hons) nursing and MSc nursing all fields complete 38.5 hours per week, BSc (Hons) learning disability and social work complete 37.5 hours per week and the part-time BSc (Hons) nursing (adult) complete 27 hours per week.

Documentation and discussion with the programme team show that SHU has a placement allocation system and a student tracker ensures that students experience the required range of practice learning allocations. The student tracker process is applied annually.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

	MET ⊠	NOT MET ☐

R2.10 is met. Documentary evidence including programme plans supports the proportionate use of technology and simulation across the curriculum. The programme team tell us that secondees from practice are recruited to support the supervision, learning and assessment of students when completing simulation in the 'mock ward'. A service user clinic is supported by PUSCs and this allows students to explore themes of person-centred care. Peer-learning with third year students also supports student learning during simulation for first- and second-year students.

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 (R2.11)

    YES ☐   **NO** ☐   **N/A** ⊠

This programme is delivered in England.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (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 doesn't lead to registration in two fields of nursing.

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

    YES ☐   **NO** ☐   **N/A** ⊠

The modification doesn't lead to nursing registration and registration in another profession.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to curricula are met

   YES ☐   **NO** ⊠

There's a requirement for PUSCs and students to be fully engaged in all aspects of programme design and delivery. At the visit we find that while PUSCs and student engagement is important to the programme team there isn't an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with PUSC and students. (Condition one)

Students require information which supports them to manage any interruptions or disruption to their programme, including timely and appropriate information on programme completion timescales. At the visit we find that while students have support and guidance from their link lecturers other university communication they find confusing and insensitive. (Condition two)

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

YES ☒   **NO** ☐

Outcome

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

There's a requirement for PUSCs and students to be fully engaged in all aspects of programme design and delivery. At the visit we find that while PUSCs and student engagement is important to the programme team there isn't an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with PUSC and students.

Condition one: Provide an implementation plan that demonstrates the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. (SFNME R1.12; SPNP R2.1)

Students require information which supports them to manage any interruptions or disruption to their programme, including timely and appropriate information on programme completion timescales. At the visit we find that while students have support and guidance from their link lecturers other university communication they find confusing and insensitive. There's a requirement to develop a communication plan the outlines how students receive information on programme disruption and completion.

Condition two: Develop a communication plan that clearly outlines how information and support is provided to manage any interruption or disruption to a student's programme of study and provides transparent, timely and sensitive information on programme completion and entry to NMC register. (SFNME R3.9, R3.10; SPNP R2.1) (NMC and university condition)

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Post event review
Identify how the condition(s) is met: Condition one: The university has provided an implementation plan and timeline setting out how it will ensure the programme is designed, developed, delivered, evaluated and co-produced with PUSCs and students. The plan shows a commitment to recruiting additional PUSCs to reflect all fields of nursing. Evaluation of the co-production of modules will be monitored following the first delivery of each programme module. A process for recruiting students and external partners to support evaluation is outlined. Condition one is now met. Evidence: Updated condition one implementation plan NMC 10124 document, 12 January 2024 Condition two: The university has provided a communication plan which outlines how students will be informed of any interruption or disruption to a student's programme of study. The plan shows that a fortnightly email will be sent to all final year student cohorts, commencing January 2024. Evidence shows that the content and wording of the email communication will be informed by a stakeholder group. Condition two is now met. Evidence: Updated final NMC SHU condition two V2 document, 12 January 2024
Date condition(s) met: 12 January 2024
Revised outcome after condition(s) met: MET ⊠   NOT MET ☐

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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

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; R2.10, R2.12; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence set out in nursing student journey planners shows that the new routes in BSc (Hons) nursing (learning disabilities) and MSc nursing (learning disabilities) enable students to meet the FN:SPRN to deliver safe and effective care.

There's no change to this requirement for existing programme routes which includes, BSc (Hons) nursing (adult, child and mental health), BSc (Hons) nursing (adult) - part-time, BSc (Hons) nursing (learning disabilities and social work) and MSc nursing (adult, child and mental health).

- 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. There's documentary evidence that the new routes in BSc (Hons) nursing (learning disabilities) and MSc nursing (learning disabilities) experience a

variety of practice learning environments. SHU's professional placement team use a practice allocation model at the beginning of the academic year and for each cohort to ensure students gain the variety of placement experiences to meet the holistic needs of people of all ages. Negotiated or elective placement learning are also used to provide a variety of practice learning experiences out with SHU's usual placement circuit.

The programme team tell us there's sufficient placement opportunities for learning disability students completing the BSc (Hons) and MSc routes. SHU has several existing PLPs and is working to expand the number of PIVOs they're working with.

We're assured that SHU is providing appropriate learning opportunities as well as effectively monitoring and evaluation of practice learning with PLPs and other AEIs. Evidence shows a partnership approach to the evaluation of student learning in practice through the practice assessment record evaluation (PARE) system. Students and PLPs tell us that link lecturers work closely with them and that learning environment managers based in the PLPs and academic assessors all support learning.

- 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 through this modification.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

  MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence shows that since July 2022 SHU is approved by the NMC, against recovery standard RN6(D), to deliver a maximum of 600 hours of SPL.

Programme plans confirm that SPL is mapped in each programme route. The full-time BSc (Hons) nursing (adult, mental health, child and learning disability) delivers SPL in year one and year two equivalent to 577.5 hours across the three-year programme. SPL for the BSc (Hons) nursing (adult) part-time route delivers 108 hours, the MSc nursing (adult, mental health, child and learning disability) route delivers 77 hours and the BSc (Hons) learning disability and social work

delivers 112.5 hours all in year one. These SPL hours in all routes contribute to the required 2300 hours of practice learning and don't exceed the maximum of 600 hours.

The programme team tell us they use secondees from practice to act as practice supervisors or practice assessors. We're assured that the programme's approach to SPL meets the requirements of the SSSA.

- 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 through this modification.

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: 15 November 2023

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A

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

Standard 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 constructive 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.*

Standards framework for nursing and midwifery education, specifically*:*
R2.12; 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence 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 not met. Documentary evidence and discussion with the programme team at the visit confirms meeting the SFNME in relation to support supervision, learning and assessment.

Evidence from the programme team confirms that SHU monitors EDI data to ensure the learning culture complies with the SFNME requirement that students have their diverse needs respected in accordance with the equalities, human rights legislation and good practice.

Students tell us they're aware of how to raise concerns and feel able to do this. Students tell us they experience challenges in practice which impact on their perception of the learning culture as fair and impartial. Students feel able to share these concerns with link lecturers and practice learning facilitators but tell us they don't always see what changes are made in response to raising concerns about fairness or discrimination in practice. They'd like the programme team and PLPs to learn from their experience to foster good relations between individuals and diverse groups and improve student experience. (Condition four)

BSc (Hons) learning disability and social work students tell us that their practice supervisors and practice assessors know how to support them and that they're familiar with practice documentation.

At the visit the programme team tell us they've a placement lead designated to working with new PLPs including PIVOs. They ensure new PLPs are screened for a stable staff workforce, a CQC rating of at least 'good', undertake practice learning audits and use service level agreements.

Documentary evidence confirms that there are appropriately qualified and experience academic staff from a range of clinical backgrounds to deliver the modified programme. At the visit we're assured that the additional academic staff needed to support the BSc (Hons) and MSc routes into learning disability nursing are being recruited to support the growth in student numbers.

The university student handbook and programme documentation show how students can take responsibility for their own mental health and physical health wellbeing through the support provided by SHU. The programme team tell us

they've recently appointed a college wellbeing adviser to provide focused student support and generate trauma awareness training for students and staff.

Programme documentation and module descriptors demonstrate how students are prepared for independent, reflective and professional practice. At the visit students tell us they feel well supported by lecturers and link lecturers to help maximise their learning in theory and practice.

PLPs tell us they promote student drop-ins (online and in-person), 'my opinion counts' forums and freedom to speak-up guardians to help students voice concerns and provide feedback on issues of concern. They tell us that student attendance at drop-in sessions is variable, but they work to support promote student engagement in these forums.

Programme documentation and discussion at the visit confirms how student engagement and achievement is monitored. At the visit we're assured that student engagement and attendance is monitored when completing SPL.

- 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. The programme team tell us that as several of the PLPs supporting learning disability students are situated in PIVOs they need additional help to support the supervision, learning and assessment of students. Additional support for students is provided through a learning disability and social work link lecturer coordinator who provides training in the requirements of the SSSA and the role of practice supervisor and practice assessor to staff in the PIVO sector.

The programme team tell us that the link lecturer provides guidance on the MYEPAD and the use of PebblePad to practice supervisor and practice assessors in PIVOs. A newsletter specifically designed for learning disability PLPs also promotes programme updates and highlights support resources.

Discussion with the programme team shows that they're actively engaged in increasing their placement learning capacity to support the addition of two new routes into learning disability nursing.

The modification visit shows a close working partnership with PLPs and SHU to ensure the quality of practice learning.

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

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

  YES ☒   NO ☐

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

- There are processes in place to provide students with constructive 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 through this modification.

- 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 through this modification.

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 ☐

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

  YES ☒   NO ☐

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

- 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** ☐

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

YES ☐   **NO** ☒

Students tell us they experience challenges in practice which impact on their perception of the learning culture as fair and impartial. Students feel able to share these concerns with link lecturers and practice learning facilitators but tell us they don't always see what changes have been made in response to raising concerns about fairness or discrimination in practice. They'd like the programme team and PLPs to learn from their experience to foster good relations between individuals and diverse groups and improve student experience. (Condition four)

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

YES ☒   **NO** ☐

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

Students tell us they experience challenges in practice which impact on their perception of the learning culture as fair and impartial. Students feel able to share these concerns with link lecturers and practice learning facilitators but tell us they don't always see what changes have been made in response to raising concerns about fairness or discrimination in practice. They'd like the programme team and PLPs to learn from their experience to foster good relations between individuals and diverse groups and improve student experience.

Condition four: Provide evidence of how the programme team respond to placement issues related to racism or micro aggressions and demonstrate to students' assurance that the practice learning culture is fair, impartial and fosters good relations between individuals and diverse groups. If those behaviours continue at the placement provider, students to receive a report as to why the university continues to use that placement provider. (SFNME R1.10; SPNP R4.1) (NMC and university condition)

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

| **Date:** 15 November 2023 |
| **Post event review** |
| **Identify how the condition(s) is met:**

Condition four: The university has provided a flowchart and an incident report form which are part of their guidance for students reporting concerns/complaints on placement documentation. These show that students are encouraged to raise concerns in writing by completing an accident/Incident/concern on placement form. Evidence in the form of a case study is used to demonstrate how the university will respond to a student who reports issues related to racism and/or micro aggression. The case study outlines what feedback is given to students if they report and highlights learning from the case. The university sets out the process of reporting concerns and states that students should receive feedback once they've raised an issue of concern. Evidence shows that the university has strengthened their guidance for students reporting concerns/complaints on placement related to racism and/or micro aggression. Condition four is now met.

Evidence:
Updated condition four placement learning NMC SHU, 12 January 2024
Updated accident incident concerns reporting form, 12 January 2024
Updated accidents or incidents on placement process map, 12 January 2024
Case study of student who reported experiencing racism on placement, 12 January 2024
Updated guidance for students on reporting complaints whilst on placement, 12 January 2024 |
| **Date condition(s) met:** 12 January 2024 |
| **Revised outcome after condition(s) met:** MET ☒ NOT MET ☐ |

| **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 R2.12, R2.21 |

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** ☐

- 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. (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 are no fall back exit awards with NMC registration as a nurse.

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

    YES ☒   **NO** ☐

Outcome

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

Date: 15 November 2023

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Requested: Student facing documentation including: programme handbook	☒	☐
Requested: Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) (Gateway 3)	☒	☐
Requested: Curricula vitae (CV) for relevant staff	☒	☐
Requested: CV of the registered nurse responsible for directing the education programme (4.3)	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: No apprenticeship route is included within the modification.		
List additional documentation: Condition evidence: Updated condition one implementation plan NMC 10124 document, 12 January 2024 Updated final NMC SHU condition two V2 document, 12 January 2024 Updated condition three PUSCs process for recruitment, 12 January 2024 Updated condition four placement learning NMC SHU, 12 January 2024 Updated accident incident concerns reporting form, 12 January 2024 Updated accidents or incidents on placement process map, 12 January 2024 Case study of student who reported experiencing racism on placement, 12 January 2024 Updated guidance for students on reporting complaints whilst on placement, 12 January 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Three BSc (Hons) nursing year three, September 2021 cohort students. One mental health, one child and one adult student. Two MSc nursing year one January 2023 cohort. One mental health and one adult student. One MSc nursing year two January 2022 cohort mental health student.		

Two BSc (Hons) nursing adult (part-time). One year two September 2022 cohort and one student from the satellite site (September 2022 cohort).

Two BSc (Hons) learning disabilities and social work students. One year three September 2021 cohort and one year two September 2022 cohort.

People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: No apprenticeship route is included within the 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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC reports for: Barnsley Hospital NHS Foundation Trust, inspection report, 14 March 2018 Derbyshire Healthcare NHS Foundation Trust, inspection report, 6 March 2020 Barnsley Hospital, inspection report, 1 September 2023 Barnsley Hospice, inspection report, 25 January 2023 Sheffield Teaching Hospitals NHS Foundation Trust, inspection report, 22 December 2022 King's Mill Hospital, inspection report, 23 February 2023 Doncaster and Bassettlaw Teaching Hospitals NHS Foundation Trust, inspection report, 19 February 2020 Rotherham, Doncaster and South Humber, NHS Foundation Trust, inspection report, 21 February 2020 The Rotherham NHS Foundation Trust, inspection report, 29 September 2021 Sherwood Forest Hospitals NHS Foundation Trust, inspection report, 14 May 2020 Sheffield Health and Social Care NHS Foundation Trust, inspection report, 19 August 2021		

South West Yorkshire Partnership NHS Foundation Trust inspection report, 23 August 2019

If you stated no above, please provide the reason and mitigation: SHU is an established AEI and there's no requirement for practice or resource visits as part of the modification.
Additional comments: None identified.

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