Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	University of Northampton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Northampton General Hospital NHS Trust Private, voluntary and independent health care providers
Programme(s) reviewed: Programme: Nursing associate Title of programme: FdSc Nursing Associate Programme start date: 20 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 5 Programme: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate Programme start date: 20 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 5	
Date of approval	12 May 2020
QA visitor(s):	Registrant Visitor: Kudzai Mafuba Lay Visitor: Philip Stephenson

Summary of review and findings

The proposed nursing associate (NA) programme in the faculty of health, education and society (the faculty) at the University of Northampton (UoN) has been developed in collaboration with provider trusts/employers. The UoN and their practice learning partners (PLPs) currently run the Health Education England (HEE) trainee NA (TNA) programme.

This proposal is for the UoN in partnership with Northampton General Hospital (Northampton General Hospital NHS Trust), and St Andrews Hospital (St Andrews Healthcare) to deliver a two-year full-time foundation degree of science (FdSc) NA programme. There are direct entry and apprenticeship routes. The UoN proposes three intakes per year (September, January and April) with a maximum of 20 students (total from both entry routes) for each cohort. There'll be a maximum of 120 students on the programme at any given time.

UoN is a member of the Midlands, York and east practice learning group (MYEPLG) and there are strong links with other approved education institutions (AEIs) in the region and PLPs. The proposed programme has been developed in accordance with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018) and Standards of proficiency for NAs (SPNA) (NMC, 2018).

Documentary evidence indicates effective partnership working between the university and key stakeholders. Strategic and operational meeting structures ensure that PLPs are collaboratively engaged in the design, development and ongoing delivery of the programme.

The programme has clear processes in place to ensure public protection and the fitness to practise of students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration.

Learning in practice is assessed using an electronic all England NA practice assessment document (NAPAD). Through the MYEPLG, the faculty has been fully engaged in the development of the NAPAD, and strategies for implementing the SSSA in the region.

The approval visit was undertaken at a distance.

The SFNME (NMC, 2018) are met at the programme level. The SSSA (NMC, 2018) are met at programme level.

The programme is recommended for approval subject to one university condition.

Update 10 June 2020:

Evidence is provided that the programme team have met the single university condition. 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 specific conditions 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:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: The programme team to update the validation documentation in light of the discussions on the day. (University condition)
Date condition(s) to be met:	10 June 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	Implementation of protected learning time for apprentices.

Nursing & Midwifery Council

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

MOTT MACDONALD

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Revised programme specifications are provided. The AEI's quality officer confirms the university condition is met. Condition one is met. The programme is recommended to the NMC for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	10 June 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing associate programmes (NMC, 2018)* *Standards of proficiency for nursing associates (NMC, 2018)* *Standards framework for nursing and midwifery education (NMC, 2018)* *Standards for student supervision and assessment (NMC, 2018)* *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* 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
R2.7 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:
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships

NMC Nursing & Midwifery Council

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

MOTT MACDONALD

between the AEI and their practice learning partners, service users, students and any other stakeholders

There's documentary evidence demonstrating that UoN, employers, PLPs and service users collaborate in developing the programme. We find a number of processes are in place indicating that support, oversight, governance and quality assurance processes for the programme are in place to ensure effective learning. There are written partnership agreements in place between the AEI, PLPs and employers. Documentation demonstrates the AEI and PLPs provide adequate support to practice supervisors (PSs), practice assessors (PAs), and academic assessors (AAs) by facilitating preparation for their roles and providing sufficient time for them to support and give feedback to students constructively.

UON is a member of the MYEPLG and has been part of the discussions to ensure that practice learning complies with the NMC SFNME. UoN has worked effectively as part of this group of 33 universities to collaboratively plan for the effective implementation of the SSSA.

The programme development process demonstrates partnership working at all levels between the AEI, employers and PLPs. We found records of meetings that demonstrate that PLPs are involved in all aspects of curriculum development. PLPs and service users confirm that they attended stakeholder curriculum development meetings. Current students on the HEE NA programme confirm that they were consulted during the development of the programme. There's collaborative working to support effective student learning experiences in both theory and practice. The MYEPLG approach to practice learning ensures that all students are assessed equally and practice staff are familiar with the programme. The roles of the student, PS, PA and AA are clear in the practice assessment process. Programme documentation clearly articulates the requirements for protected learning time (PLT) for all students.

There's a service user and carer (SUC) involvement strategy. We are told that the role of SUCs is highly valued. SUCs tell us they feel really valued and looked after by the university. Documentation and discussion at the approval visit demonstrate that the SUC group (patient and public involvement group) has representation from all four fields of nursing practice. Evidence provided demonstrate that the SUC group has an active role in recruitment, selection, and teaching and assessment within the programme and receive appropriate training for this role. Documentation shows that the views of SUCs have been sought and incorporated in the proposed programme including more opportunities for meeting with students (for example SUCs are involved in induction). SUCs confirm this. SUCs tell us that they take part in teaching and assessment of students including sessions on living with mental health issues, alcoholism and drug use, disability awareness and living with long-term illnesses. HEE NA students confirm this. SUCs tell us that they're provided with regular mandatory training, as well as equality and diversity training. SUCs also tell us that they receive training to prepare them to facilitate student learning.

Documentation shows that student feedback is actively sought and valued by the university. There are feedback reporting processes in place at all levels of the AEI. There are processes to ensure timely feedback is given to students in both university and practice settings. The HEE NA students tell us the student voice is encouraged at regular meetings with the AEI, and PLPs. HEE NA students, PLPs and service users confirm this.

HEE NA students say they receive support, receive timely feedback and know when their assessments are due for submission. HEE NA students say UoN gives them excellent mechanisms for reflecting on their practice, which is particularly useful in identifying their strengths and weaknesses.

Documentation shows that there's student representation at student experience committee meetings and periodic subject review meetings. Evidence provided and confirmed by students show that each cohort has a nominated student advocate who attends relevant meetings. UoN uses the "you said, we did" approach to student feedback and evaluations both in theory and practice learning. Throughout the programme students give feedback through surveys and module evaluations. Student feedback is shared with the clinical team to further support practice learning development. Student feedback and evaluations feed into the annual rolling action plans (ARAP) which aim to enhance programmes. The faculty quality standards committee (FQSC) ensures that actions from ARAPs are implemented.

There are opportunities for students to have inter-professional learning (IPL) in both theory and practice. There are plans for students to be involved in IPL through simulation-based learning, and in practice. The programme team tell us IPL will take place throughout the programme and will involve other allied health profession students in university and practice settings. Staff from all four fields of the pre-registration nursing team teach on the programme.

PLPs tell us they maintain registers for PSs and PAs. Details of PSs are captured through the placement audit process, staff supervision process and the NMC revalidation process. Documentation demonstrates there are robust processes in place to ensure that Disclosure and Barring Service (DBS) status, occupational health status, mandatory training requirement status, and practice supervision and assessment requirements of each student are maintained.

Programme documentation shows that AA roles will be managed and monitored through the staff appraisal process. The AEI and PLPs tell us there's a regional approach for training PSs and PAs. Each practice learning environment has a nominated person for enhancing the practice learning environment, supporting the development of PSs and PAs, and monitoring student experience. Organisation of placements is collaborative between the AEI and PLPs for students on both entry routes. The AEI allocates AAs. The programme team tell us students are allocated a different AA for each of the two years of the programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education   *Met*
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment   *Met*
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Student journey through the programme
Standard 1 Selection, admission and progression
Approved education institutions, together with practice learning partners, must:

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

R1.1.1 demonstrate values in accordance with the Code

R1.1.2 have capability to learn behaviours in accordance with the Code

R1.1.3 have capability to develop numeracy skills required to meet programme outcomes

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

R1.1.6 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' heath and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good 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 that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and

R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes

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 students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

Yes

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

Yes

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

There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-

registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

Met

R1.5 is met. Documentation shows that the maximum allowance for consideration of recognition of prior learning (RPL) is 50 percent. There are detailed RPL mapping tools for both theory and practice learning. The programme team tell us that eligibility for RPL is discussed with applicants during the selection process. Documentation is clear that the maximum of 50 percent does not apply to applicants who are currently an NMC registered nurse without restrictions on their practice.

RPL is accepted for whole modules for theory learning. Applicants for both routes are required to provide evidence in a portfolio and mapping documentation to demonstrate that they meet NMC proficiencies, communication and relationship skills, and nursing procedures against which RPL is claimed. Students applying for RPL for practice learning need to demonstrate practice experience.

An admissions tutor is responsible for processing all RPL claims. Applicants claiming RPL may be required to bridge shortfalls in existing theory or practice before commencing the programme. The faculty of health, education and society has a panel to quality assure all claims. An external examiner reviews all RPL claims.

Numeracy, literacy, digital and technological literacy are 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)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. The module specifications show that students are provided with learning opportunities in both theory and practice throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Numeracy is specifically taught in two non-credit bearing modules, one in each year of the programme. Although non-credit bearing, the modules are a mandatory requirement. The modules assess the students' drug numeracy skills required to be able to safely and competently calculate drug dosages. Students are assessed summatively for their numeracy skills through 'safeMedicate', which is an online numeracy software package. In year one the pass mark is 85 percent, and 100 percent in year two.

Students' digital skills are developed through the virtual learning environment (VLE) where a variety of learning resources and module materials support their learning. In practice, students further develop digital and technological literacy through completion of their NAPAD, which is on an electronic platform. Students also submit assessments electronically.

In literacy, students are supported through collaboration with the subject group for education to help them develop their academic writing skills. Individual drop in or scheduled tutorials are also available through the library learning services. Students can also obtain support through the additional student support and inclusion services team (ASSIST).

Students tell us that they receive excellent support to develop their literacy skills through the VLE and face to face from the library and personal tutors.

Proposed transfer of current students to the programme under review

There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

Met

All current HEE NA students transferred onto the SSSA in September 2019 but will remain on the HEE curriculum for the remainder of their programme. All current students on the HEE programme have been prepared for the new roles for supervision and assessment through taught sessions using resources collaboratively agreed and produced through MYEPLG. All current students have been transferred onto the NMC approved all England PAD for NAs to ensure their practice supervision and assessment complies with the NMC standards (2018).

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

Yes

Outcome
Is the standard met? *Met* **Date:** *12 May 2020*

Nursing & Midwifery Council

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

MOTT MACDONALD

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

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

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

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

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

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

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, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Mapping has been undertaken to show how the curriculum and practice learning content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.3)

Yes

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

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

Met

R2.4 is met. The programme is non-field specific. It prepares students to care for people across the lifespan in a variety of settings. The theory module learning outcomes have been mapped to the proficiencies for NAs. The indicative content and assessments reflect the non-field specific nature of this programme. Students tell us they've opportunities to develop both theory and practice in a variety of practice learning environments covering all four fields of nursing and across the lifespan.

Placements are organised to ensure that students have cross field experiences to reflect care of patients/service users from across the lifespan and in a variety of settings. Learning opportunities are identified in conjunction with the students and are quality assured by the university tutor. Practice learning plans for both routes were reviewed; they demonstrate that students will have a range of non-field specific practice learning experiences across the lifespan and in a variety of settings.

Students share theory learning in a number of modules with year one and year two pre-registration nursing students from all four fields.

The AEI and PLPs work in partnership to plan practice learning experiences. UoN academic staff have responsibility for ensuring that placement plans for each student are appropriate to give students the required practice learning experiences in all the four fields.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.5)

Yes

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

There is evidence that:
- the programme meets NMC requirements on programme hours and programme length;
- programmed learning is sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates. (R2.6)

Met

R2.6 is met. Documentary evidence, and discussion at the approval visit, confirms

the programme is of sufficient length to allow students to meet the SPNA. Students graduate with a foundation degree over a period of two years and undertake in excess of 2,505 hours, thereby meeting the requirement for no less that 50 percent of the minimum programme hours required of nursing degree programmes.

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 the 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. (R2.7)

Met

R2.7 is met. The programme plans for both routes demonstrate an equal balance between theory and practice learning. There are processes and systems in place to monitor learning time using an online system, 'myprogress'. During practice learning students' PS and PA electronically verify student hours.

The programme is delivered via blocks of theory and practice weeks, or a mixture of block and day release for the apprentices. For the direct entry students, their learning is organized in blocks of theory and blocks of practice learning. The programme plans show that students on both routes will complete 30 hours of learning each week, during both theory and practice learning weeks.

Documentary evidence demonstrates the learning and teaching strategies for intended use on the proposed programme which include, for example, an active blended learning approach, individual and group tutorials, simulated learning and self-directed learning.

The module specifications clearly outline the hours allocated to each theory and practice module and these align with the programme plan, which show an equal balance of theory and practice learning. The module specifications contain appropriate module aims and learning outcomes which are in line with SPNA (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *12 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 3 Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

Met

R3.1 is met. Documentary analysis indicates that students are provided with appropriate practice learning opportunities required to develop the SPNA. The programme plans for both entry routes demonstrate that each student will have six different placement experiences in different settings over the two years of the programme. The planned placements show that students will have practice learning opportunities that enable them to develop knowledge and skills essential for delivering safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings.

All placement arrangements are contractually covered by the partnership agreements which ensure availability of appropriate placements. In addition, there are honorary contracts for apprentices for practice learning within their employer organisations and placements in PLP organisations.

UoN and PLPs tell us the base area of employment for apprenticeship students is taken into consideration when allocating placements to ensure that students also have alternative experiences. Students on the HEE NA programme confirm this. Students on both routes have the opportunity for spoke placements. Spoke experiences are outlined within the online placement profile. The AA plans and organises this with the students. Opportunities for spoke experiences are recorded in the NAPAD. Students on the HEE NA programme confirm this.

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

Met

R3.2 is met. The programme team, PLPs and students tell us about the range of placement learning experiences that are available. We found that students have placements across the four fields of nursing and in a range of settings across the lifespan. Placements are organised collaboratively on an individual basis. PLPs work closely with students to identify gaps in their learning.

Placement areas have been mapped to annexe B of the SPNA. This ensures that students clearly identify proficiencies they're able to achieve in each placement area.

PLPs have processes in place to ensure that students meet weekly with PSs. This allows identification of additional learning opportunities where needed. The placements and work-based learning team ensure students evaluate all practice learning experiences. Outcomes of placement evaluations are shared with the programme team to share good practice and to action plan areas of concern.

Students' practice learning experience is reviewed at the end of each placement (three times per year). This is quality assured by the AA and there's an escalation plan in place to rectify concerns. Documentation shows that students are able to escalate any concerns in practice, including allocation of placement in relation to their assessment criteria, via the flow chart available in the student handbook. Students on the HEE NA programme confirm this.

There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

Met

R3.3 is met. Documentary analysis and discussion evidences that simulation-based learning is planned within the proposed programme. The faculty has dedicated clinical skills facilities, which will be used to support student learning and assessment. The simulation equipment includes low fidelity hyper-real mannequins, i-simulate monitoring equipment, and virtual reality equipment.

The simulation weeks are planned prior to each placement opportunity, or external placement for apprentices, to prepare students for placement learning in a safe environment. Clinical procedures and scenarios can be practised using the simulators to ensure students learn in a safe and supportive environment. The programme team confirm that simulation is used for clinical skills rehearsal. Students experience i-simulate monitoring equipment, and virtual reality equipment to support and facilitate their learning through simulation as they progress through their programme.

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. (R3.4)

Met

R3.4 is met. Programme documentation provides information about reasonable adjustments to students from the point of application and throughout the programme. Documentation and discussion provide evidence of a collaborative process with PLPs/employers should any students require reasonable adjustments in the practice learning environment. Apprentices will have access to the employers' occupational health service. There's a contractual agreement with three hospitals to provide occupational health services for direct entry students.

Students on both routes may self-refer or be referred by their employer/university tutor to a service such as occupational health or ASSIST who are able to recommend reasonable adjustments.

Students can request for reasonable adjustments to be made to the timing for

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

theory assessments if they've additional needs. In practice, where needed, PSs, PAs and AAs work collaboratively to ensure that reasonable adjustments are in place.

Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.
Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Met

R3.5 is met. The programme handbook shows that students who are direct entry have supernumerary status during practice learning via option A and students who are on the apprenticeship route have hours protected for learning via option B. The programme plans for both routes of entry show how the hours are allocated for each option. Programme plans provide information about the structure of the taught elements of the programme; some are delivered in block release, some via day release for the apprenticeship route. The programme plans are consistent with option A for direct entry students and with option B for apprentices.

There are signed commitment statements from PLPs in place. In addition, there are honorary contractual arrangements for external placements. The requirements for apprentices to be released for at least 20 percent of the time during theory learning, and to have at least 20 percent assured protected learning time in external practice placements is clearly articulated in the documentation. PLPs tell us that they've processes in place to monitor the implementation of protected learning time. Current students on the HEE NA programme confirm that they're released for at least 20 percent of the time during theory learning and have protected learning time in practice. This is documented through myprogress.

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

Yes

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

Yes

Outcome

Is the standard met? *Met* **Date:** *12 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4 Supervision and assessment

Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate 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 nursing associates

R4.6 ensure 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

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

Standards framework for nursing and midwifery education specifically: 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 specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Documentation shows that support, supervision, learning and assessment in theory and practice comply with the NMC SFNME and university regulations. Documentary analysis and findings during the approval visit confirm that students are allocated PSs, PAs and AAs from the beginning of the programme. Roles and responsibilities are clearly defined in the MYEPLG and practice learning documentation.

There's a practice learning environment audit process in place. The practice placements and work-based learning team, PLPs, and learning environment leads (LELs), clinical placements facilitators (CPFs) and lecturers in practice ensure appropriate, safe, effective and supportive placement learning opportunities.

Preparation for the implementation of the SSSA and the roles of PS, PA and AA in supporting student learning has been undertaken collaboratively with PLPs using the regional MYEPLG resources. PLPs and the programme team confirm the SSSA implementation plan, which commenced in September 2019.

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

Met

R4.2 is met. Documentation provided demonstrates that there's robust processes in place to support student supervision and assessment. UoN has adapted the MYEPLG resources for supporting the implementation of the SSSA. Student facing documentation clearly outlines the roles of PS, PA and AA. Students on the current HEE NA programme confirm that they're allocated a PS, PA and AA. CPFs or LELs allocate students to a PA. Students on the HEE NA programme confirm that they record the names of the PS, PA and AA in their NAPAD.

There's documentary evidence demonstrating that PSs and PAs have protected time to undertake updates on their roles. PSs, PAs and employers confirm this. The programme adopts the all England NAPAD and ongoing achievement record (OAR), which facilitate consistent learning and assessment that complies with the SSSA.

Training for existing mentors (for transition to PS and/or PA), PSs, PAs and AAs is undertaken using the resources from MYEPLG. UoN deputy subject lead for nursing and practice leads on the preparation and transition to the SSSA for the university and PLPs.

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 or registered nursing associate responsible for directing the education programme. (R4.3)

Yes

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

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

Met

R4.4 is met. Programme documentation demonstrates that there are processes in place for students to receive timely feedback during both theory and practice learning. Formative assessment and feedback opportunities are included in each module and within practice learning experiences to support students' development.

A variety of assessments are used to assess student progression throughout the programme and each of these assessments have formative and summative assessments and feedback. Students on the HEE NA programme confirm that they receive timely feedback from academic and practice staff.

Formative and summative theoretical assessments include detailed online feedback to students using a standardised rubric. All students receive feedback on their progress at the eight-weekly learner reviews with their personal tutors. In addition, apprentices receive further feedback on their progress at their 12-weekly tripartite reviews.

The NAPAD provides opportunities for the student to receive feedback about their progress in practice learning from their PS, PA and AA. During practice learning all students receive feedback to support their development through initial, mid-point and final interviews, and this is documented in the NAPAD.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)

Met

R4.5 is met. The programme is mapped to the SPNA, for both theory and practice learning. Module learning outcomes identify the SPNA to be met in each module. In addition, the NMC approved NAPAD is mapped to the NMC standards and proficiencies. This demonstrates that students who successfully complete the programme will meet the NMC SPNA.

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

There is an appropriate assessment strategy and process detailed. (R4.7)

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.
Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for nursing associates. (R4.9)

Yes

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome

Is the standard met?

Met
Date: *12 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Nursing & Midwifery Council

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

MOTT MACDONALD

Standard 5 Qualification to be awarded

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

R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

R5.2 notify students during the programme that they have five years in which 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 is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

Yes

Evidence that students are notified during the programme that they have five years in which 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 is specified in our standards in order to register their award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There's no fall back exit award which confers eligibility to register with the NMC.

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

Yes
Outcome
Is the standard met? *Met* **Date:** *12 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation: Post visit documentation:	

FdSc NA (apprenticeship) programme specification, UoN, undated
FdSc NA (direct entry) programme specification, UoN, undated

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

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two year one HEE NA programme students. Two year two HEE NA programme students.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission inspection reports for: St Andrew's Healthcare, St Andrews Hospital inspection report, dated 7 January 2020 Northampton General Hospital NHS Trust, Northampton General Hospital inspection report, dated 24 October 2019	
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI and visits to facilities were not needed.	

Additional comments:

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.
We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author	Kudzai Mafuba Philip Stephenson	Date	13 May 2020
Checked by	Ian Felstead-Watts	Date	12 June 2020
Submitted by	Amy Young	Date	19 June 2020
Approved by	Leeann Greer	Date	24 June 2020