

Major Modification report

Section one

Programme provider name:	University of Bolton
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Northern Devon Healthcare NHS Trust
Provision(s) reviewed:	
<p>Provision: Nursing associate Title of current programme: FDS Nursing Associate Modified programme title(s), if changed: N/A Programme start date: 26 April 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 5 Modified academic level(s), if changed: N/A</p>	
Date of review	8 January 2020
Type of Modification	Visit
QA visitor(s):	<p>Registrant Visitor: Maureen Harrison Lay Visitor: Philip Stephenson</p>

Section two

Summary of review and findings

The University of Bolton (UoB), the approved education institution's (AEI) satellite college, Petroc College (PC) of higher and further education at Barnstable is presenting a full-time, two-year, pre-registration nursing associate foundation degree (FdSc). This apprenticeship route is a major modification to the FdSc nursing associate higher apprenticeship approval on 28 August 2019. The programme is designed to meet the Standards of proficiency for nursing associates (NMC 2018).

The programme is developed in partnership with practice learning partners (PLPs) in the Greater Manchester (GM) area and with further involvement and engagement with employers and staff at Northern Devon Healthcare Trust (NDHT). UoB has a co-design approach where there is frequent engagement with students and service users and carers (SUCs) to design, develop and improve the programme.

The satellite centre at PC works closely with two other AEIs in the south west region to work with NDHT in providing supportive and constructive practice learning environments. NDHT is one of 11 nursing associate pilot sites delivering the Health Education England (HEE) nursing associate programme, initially in partnership with another AEI. UoB is now the only provider for student nursing associate apprenticeship students at NDHT.

UoB is a member of the GM and north west practice education group of AEIs. The all-England nursing associate assessment of practice document (NAPAD) and the ongoing achievement record (OAR) for nursing associates are being adopted.

The Standards for nursing and midwifery education (SFNME) are not met at programme level. The Standards for student supervision and assessment (SSSA) are met at programme level.

The modification to the programme is recommended to the NMC for approval subject to one specific condition.

Updated 28 January 2020:

The AEI has provided documentation to meet the NMC condition. The condition is met. The major modification to 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
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the services available at PC/NDHT. (SFNME R3.1, R3.14; Standards for pre-registration nursing associate programmes (SPRNAP) R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
Date condition(s) to be met:	29 January 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The AEI has provided a bespoke student handbook for pre-registration nursing associate students undertaking the programme at PC and NDHT. The condition is met. The major modification to deliver the programme at the north Devon satellite centre is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	28 January 2020

Section three

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

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

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

UoB are asking for approval for the delivery of the pre-registration nursing associate programme at their satellite centre, PC of further and higher education in north Devon. There's documentary evidence of strategic group meetings and consultation between UoB, NDHT and PC to set up the partnership, since 2017. SUCs are recruited in Devon from 2019. Members of the SUC group are part of the strategic management board.

NDHT already support employees on the pre-registration nursing associate higher apprenticeship (HEE) curriculum. Senior employers of NDHT describe their strategy to work with a local training centre where training needs and development of staff can be met. Commitment to providing a base to train a local workforce for the region is evident. Local students are recruited with the potential to build a skilled and sustainable workforce to meet the diverse needs of the local community. Employers from NDHT say many nursing associates are recruited from their own staff.

NDHT and PC are part of a care academy. This partnership working provides functional skills and feeder courses for the healthcare industry. NDHT and PC tell us of joint open days and recruitment events to attract new employees and encourage development opportunities for current employees.

There're established structures in place at PC to support all students. Senior managers from PC tell us students coming to PC are seen as Petroc students first and UoB students second. Staff members tell us they provide first-line support for students with academic writing skills, wellbeing, career advice, disability services and counselling. NDHT give examples of occupational health, practice learning teams, clinical educators and locality-based managers in place for student support. Students are very positive about the support available from PC and NDHT.

Students say locally-based UoB staff are accessible at PC and NDHT. The approval panel identify student facing documentation needs to be clearer in signposting the support services available locally for students. The current student handbook tends to focus on facilities available at Bolton. (Condition one)

The approval process demonstrates collaborative governance arrangements between UoB, two other AEIs and NDHT to manage practice learning environments. There's an agreed strategy for shared audits and practice learning environment databases. For example, the online practice assessment record and evaluation (PARE). Escalation of concerns and fitness to practise issues which affect all healthcare students is shared between NDHT and three AEIs. Examples are given of collaborative communication and action plans undertaken following adverse care quality commission (CQC) reporting. Communication about adverse incidents is through strategic meetings with exceptional reporting as necessary.

We have seen examples of the three AEIs working together to prepare staff to meet the SSSA. Currently HEE pre-registration nursing associate students at NDHT are supported by SSSA.

Students confirm they are listened to. Their feedback and practice learning environment area evaluations are reported at student focus groups. Documentation evidences student feedback is fed into programme development and management. Students express their satisfaction with the UoB provision at PC.

UoB has a robust service user and carer policy. We met SUCs who are recruited locally. They confirm the SUC strategy is embedded and operationalised at PC. SUCs describe how they'll be involved in programme management structures, recruitment, coaching, lesson preparation and assessment. SUCs confirm they undertake comprehensive equality and diversity training. SUCs are assured about the fundamental importance of their role for pre-registration nursing associate programmes at PC. They consider they are an essential part of programme provision.

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

Not Met

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

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

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the services available at PC/NDHT. (SFNME R3.1, R3.14; SPRNAP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The AEI has provided a bespoke student handbook for pre-registration nursing associate students undertaking the programme at PC and NDHT. Local and central (UoB) support services are clearly signposted.

Evidence:

UoB, Nursing associate Petroc response to conditions, 10 January 2020
 UoB, Nursing associate programme specification - PC, 28 January 2020
 UoB, Programme handbook nursing associate higher apprenticeship satellite centre PPC and NDHT, 28 January 2020

Condition one is met.

Date condition(s) met: 28 January 2020

Revised outcome after condition(s) met:

Met

Condition one is 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 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' health 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. Unchanged since original approval on 28 August 2019.

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. Unchanged since original approval on 28 August 2019.

Numeracy, literacy, digital and technological literacy are embedded across the two year programme. As students commence on the programme, they complete a learning excellence achievement pathway online tutorial (LEAP) which identifies individual student needs and highlights areas for development. There are 44 online modules in LEAP and students tell us this resource is an essential preparation for higher education studies. Students tell us the programme team based at PC are important in signposting them to online materials. Library staff at PC assist students to access digital packages. There are personal computers available at PC and students can borrow chromebooks for short periods. Support services are available at PC to diagnose and support students with a variety of learning needs. Students give examples of support they can access at PC and via Skype to support based in Bolton.

The NAPAD will be accessed electronically. Competence outcomes in literacy, digital and technological literacy are assessed via the NAPAD.

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.

N/A

Current pre-registration nursing associate higher degree apprenticeship HEE programme students will not transfer to the new programme and will complete the programme they are enrolled upon.

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

Yes

Outcome

Is the standard met?

Met

Date: 8 January 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 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)

No

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.
(Condition one)

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)

Met

R2.4 is met. Unchanged since original approval on 28 August 2019. Current pre-registration nursing associate students based at PC and NDHT confirm they have experience of care across the lifespan and in a variety of settings. They confirm having at home, close to home and in hospital practice learning. PLP staff responsible for allocating practice learning experiences tell us they comply with the UoB delivery of care across a diverse range of people policy. The policy indicates strategies for organising 'spoke' practice learning experiences. NDHT employers say recently qualified nursing associates are fulfilling expectations regarding the generic flexibility of their role in diverse settings.

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. Unchanged since original approval on 28 August 2019.

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

each part of the programme and at 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. Unchanged since original approval on 28 August 2019. The approval process demonstrates strong partnership between the UoB and NDHT, allowing for clear understanding of expectations for student nursing associates. The apprenticeship commitment statement signed by NDHT, UoB and the student provides a breakdown of how off-the-job requirements are met. The same contract specifies module aims and descriptors, and assessment requirements.

Nursing associate students are based in their employed environment. This is their 'hub' for practice learning. Protected learning time is provided in their hub for one day a week when students are supernumerary. Students are allocated with 'spoke' practice learning experience of different contexts of care, across the age span. The provision of this protected learning time is confirmed by local practice supervisors and students. Students and PLPs tell us tripartite interviews are a means to ensure practice learning is in alignment with the NMC requirements.

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: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

No

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.
(Condition one)

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

Yes

Outcome

Is the standard met?

Not Met

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the services available at PC/NDHT. (SFNME R3.1, R3.14; SPRNAP R2.1).

Date: 8 January 2020

Post Event Review

Identify how the condition is met:

Condition one: The AEI has provided a bespoke student handbook for pre-registration nursing associate students undertaking the programme at PC and NDHT. Local and central (UoB) support services are clearly signposted. The condition is met.

Evidence:

UoB, nursing associate PC response to conditions, 10 January 2020
UoB, nursing associate programme specification - PC, 28 January 2020
UoB, programme handbook nursing associate higher apprenticeship satellite centre PC and NDHT, 28 January 2020

Date condition(s) met: 28 January 2020

Revised outcome after condition(s) met:

Met

Condition one is 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 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. Unchanged since original approval on 28 August 2019. NDHT is an integrated trust with health and social care. All students have access to a diverse range of people, across the lifespan and in a variety of settings. This is confirmed by students and NDHT staff.

NDHT is able to provide practice placements in acute care settings, community and social care. There are established pathways and networks to support practice learning in primary care, hospice care and mental health services.

NDHT and the programme team assure us there's sufficient capacity in all areas to ensure students gain experience in patient pathways across the whole lifespan. In 2020 there are plans to recruit 46 nursing associate apprentices, with plans to increase the cohort in the future to 60.

Students say they're confident about process they'd follow should they have any concerns about the delivery of safe and effective care.

On 12 September 2019 the CQC identified NDHT as overall requiring improvement. This is particularly with respect to urgent and emergency services. NDHT has implemented action plans for improvement which are shared by all three AEs. Student learning experiences in affected areas are monitored closely by partners.

The NMC received an exceptional report in December 2019 from UoB regarding a nursing and residential home to which two nursing associate students had been allocated. The 'spoke' placement lasted for one week. Students identified issues surrounding poor practice in medicines management and record keeping, poor communication, use of vulnerable patients' belongings, unprofessional behaviour and attitude. The risk was escalated following a referral to the safeguarding team within NDHT.

The programme team and NDHT assure us of open and constructive dialogue, with a partnership approach in taking necessary actions to safeguard students and the public. These recent events demonstrate policies and procedures in place are realised efficiently and effectively in practice.

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

evaluating these practice experiences. (R3.2)

Met

R3.2 is met. Unchanged since original approval on 28 August 2019. The UoB has robust processes in place to assess, monitor and evaluate practice learning experiences. Initially another AEI led on undertaking practice learning audits. Documentation and process is now shared by all three AEIs and NDHT. There's a shared database, PARE. Students' practice learning evaluations are included in the database. If a student raises a concern about any area and where students from other AEIs are learning in that area, information is shared. There are regular meetings between all AEIs and NDHT practice education team. Students confirm they evaluate practice learning experiences and their feedback is responded to by the programme team and NDHT. The approval process gives assurance processes are established between PC, UoB and NDHT.

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. Unchanged since original approval on 28 August 2019. We found a fully equipped simulation suite capable of managing scenario-based learning across the age span. There is provision for teaching and rehearsing technical skills. Partners agree to adopt NDHT policies and procedures on technical nursing skills, for example blood pressure monitoring, use of enteral feeding devices. Staff from NDHT tell us of monthly, inter-professional, scenario-based simulation events, organised by trust staff, which students are encouraged to attend. SUCs confirm their participation in preparing scenarios and active participation in simulation exercises.

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. Unchanged since original approval on 28 August 2019. There are processes in place to take account of students' individual needs and personal circumstances regarding their learning. Support staff at PC describe how they work collaboratively with programme staff and UoB to maximise learning opportunities and support. Students say how PC supports them with their needs in relation to dyslexia and study-home life balance. Students tell us of UoB resources, one student describes one-to-one Skype support from a fellow student at UoB to help her adjust to student life. NDHT give examples of adjustments made for nursing associate students and the involvement of occupational health.

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. Unchanged since original approval on 28 August 2019. At NDHT protected learning time is being delivered through option B. PLPs tell us the hub-and-spoke approach at NDHT works very well. At NDHT the nursing associate practice education lead ensures practice placements across the lifespan areas are provided. This is monitored through the NAPAD and tripartite interviews. The practice placement planner follows patients from home and community into the acute care setting and vice versa. In year two of the programme, students are provided with opportunities to learn in specialist clinical areas.

PLPs tell us of the journey the trust has taken in learning how to maximise providing protected learning time. Students are now allocated supernumerary practice learning on one day each week when in their employment area (hub). Students confirm they have protected learning time, giving examples of how their practice supervisor has encouraged them to develop their proficiencies. All 'spoke' practice learning is supernumerary.

Students have one day a week at PC for academic study. The hours spent in academic study and practice learning are clearly identified in the apprenticeship commitment contract. All hours are recorded in the NAPAD and on PARE.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 8 January 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. Unchanged since original approval on 28 August 2019. A strategic collaborative board, with members from NDHT, the programme team, staff members from PC and SUCs, is in place. The board which meets regularly, oversees all aspects of the provision and partnership working ensuring the SFNME is met. Regular meetings are held between UoB, NDHT and representatives from two other AElS. The programme team, students and SUCs attend other governance meetings either through live digital feeds or held locally.

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

for their roles. (R4.2)

Met

R4.2 is met. Unchanged since original approval on 28 August 2019. A timetable of meetings between UoB programme team and practice staff at NDHT demonstrates preparation for a new curriculum together with meeting the SSSA. This is ongoing. NDHT practice development team manage allocating UoB student practice learning experiences, ensuring there are sufficient practice supervisors and practice assessors in place. Resource mapping identifies how the programme team based at PC have personal tutor, academic assessor and link lecturer roles.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse 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. Unchanged since original approval on 28 August 2019. Students say they receive feedback from their personal tutor, practice supervisor, practice assessor, SUCs, each other and from course work. Programme documents detail formative and summative assessments and the timing of assessments.

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. Unchanged since original approval on 28 August 2019.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing 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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 8 January 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

R5.1 ensure that the minimum award for a 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 is no fall back award with eligibility for registration with the NMC as a nursing associate.

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

Yes

Outcome

Is the standard met?

Met

Date: 8 January 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 evidence:	

UoB, nursing associate PC response to conditions, 10 January 2020
 UoB, nursing associate programme specification - Petroc, 28 January 2020
 UoB, programme handbook nursing associate higher apprenticeship satellite centre PC and NDHT, 28 January 2020

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: Four students in year one, HEE nursing associate higher apprenticeship Five students in year two, HEE nursing associate higher apprenticeship	
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)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	Yes
If yes, state where visited/findings: Practice learning environment visits to NDHT on 12 June 2019 as part of the original approval visit found sufficient capacity for students to have exposure to all four fields of nursing practice across the life span to diverse range of people. There's evidence of operational and strategic planning to proportionately address issues that would be expected to occur in a relationship with a new AEI. Practice learning resources and opportunities are in place for the delivery of the	

proposed programme to meet the SSSA. Potential practice supervisors and assessors for UoB students are motivated to undertake their roles and are briefed with regard to the new SSSA.

In June 2019 partnership working, facilities and personnel resources at PC were considered inadequate at that time by the visitors who attended the original approval visit. No simulation-based learning facilities, insufficient appropriately qualified academic staff, lack of governance and quality assurance processes and collaboration with other AEIs who use the same practice learning environments was found. These are all addressed, and assurance provided at this modification visit.

System regulator reports reviewed for practice learning partners	Yes
--	-----

System Regulator Reports List
CQC report NDHT, 12 September 2019

If you stated no to any of the above, please provide the reason and mitigation
UoB is an existing AEI and provides these facilities.

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	Maureen Harrison Philip Stephenson	Date	8 January 2020
Checked by	Monica Murphy	Date	28 January 2020
Submitted by	Amy Young	Date	7 February 2020
Approved by	Leeann Greer	Date	10 February 2020