

Major Modification report

Section one

Programme provider name:	University of Huddersfield
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Calderdale and Huddersfield NHS Trust Mid Yorkshire Hospitals NHS Trust South West Yorkshire Partnership NHS Foundation Trust Leeds Community Health Care NHS Trust Leeds and York Partnership Foundation NHS (LPFT) Trust Nottinghamshire Healthcare NHS Trust Leeds Teaching Hospitals NHS Trust Central Manchester University Hospitals NHS Foundation Trust Bradford District Care Trust Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	<p>Programme: Nursing associate Title of programme: Nursing Associate direct entry/self funding Modified programme title(s), if changed: N/A Programme start date: 15 June 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5 Modified academic level(s), if changed: N/A</p>
Date of modification	24 February 2020
Type of modification	Visit
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings

University of Huddersfield (UoH), school of human and health sciences (the school) presents documentation for a major modification to the existing pre-registration nursing associate (NA) programme. This is for a direct entry two-year full-time pre-registration nursing associate foundation degree (FDNA). A two-year full-time FDNA apprenticeship route was approved by the Nursing and Midwifery Council (NMC) on 30 July 2019. The school's approved FDNA apprenticeship programme started in January 2020 and has two entry points per year in January and June. The direct entry route will have the same two entry points, providing opportunities for shared learning for students on both routes. The nursing associate role is identified as a workforce need by local healthcare providers. Practice learning partners (PLPs) and the school tell us the addition of a direct entry route will provide a choice of study routes for potential students from a wide range of backgrounds to help meet healthcare vacancies in the area.

The proposed programme is developed in accordance with the Standards for pre-registration nursing associate programmes (SPNAP) and Standards of proficiency for nursing associates (SPNA) (NMC, 2018). These standards and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are mapped within the programme.

There's evidence the school is committed to robust partnership working with all stakeholders. This includes students, service users and carers (SUCs) and PLPs involved in the development and delivery of the programme. Documentary evidence and the original approval process indicate effective partnership working between the university and key stakeholders and this remains unchanged. Existing PLPs for the apprenticeship FDNA route will support the direct entry FDNA.

UoH is part of the pan Midlands, Yorkshire and East practice learning group (MYEPLG). Learning in practice is assessed using the pan England nursing associate practice assessment document (NAPAD) and ongoing achievement record (OAR).

UoH, in partnership with PLPs, ensure a range of practice learning opportunities are in place for students to meet people's diverse needs across the lifespan. Students have opportunities to collaborate and learn with and from academic staff, other health and social care professionals, service users and peers.

Arrangements at programme level do not meet the SPNAP and Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the SSSA.

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

condition. The university made two conditions. Visitors made three recommendations. The university made three recommendations.

Updated 17 April 2020:

Evidence is provided to meet the three conditions. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to 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>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: Clarify the digital and technological literacy requirements for entry to the programme within the programme specification and marketing material. (SFNME R2.6; SPNAP R1.1.6)</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>Condition two: Update the programme specification documentation in line with the discussions held and the minutes noted, particularly:</p> <ul style="list-style-type: none"> • reflect the learner as a student and not an apprentice • clarify the exit awards • accurately reflect the practice and theory hours • clarify the admission criteria in relation to age requirements • make clear that the course is available for international students

	<ul style="list-style-type: none"> include clear progression requirements (University condition) <p>Condition three: Produce a new suite of module specification documents for the direct entry FDNA, to reflect the language of a learner and not an apprentice, removing reference to work-based learning and end point assessment. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>23 March 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The school to consider strengthening the process for notification of adverse Care Quality Commission (CQC) reports and for exceptional reporting to the NMC to reduce reliance on one individual to complete this task. (SFNME R1.1 R2.1, R2.13; SPNAP R3.1)</p> <p>Recommendation two: The school is advised to update the list of PLPs in gateway one to accurately reflect active practice learning partners. (SFNME R1.1, R2.1, R2.13; SPNAP R3.1)</p> <p>Recommendation three: The SUC action plan is further developed, with clear timelines for implementation. (SFNME R1.12; SPNAP R2.1)</p> <p>Recommendation four: Strengthen the voice of the service user and carer involvement within formal documentation to reflect the excellent practises that are clearly happening. (University recommendation)</p> <p>Recommendation five: Include within the entry requirements, applicants' understanding and/or experience of care giving, to ensure they have a good understanding of the trainee NA role. (University recommendation)</p> <p>Recommendation six: Monitor the experience of the direct entry students to ensure that they have a distinct identity throughout the course. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Recruitment to the direct entry FDNA route. Programme experience of the direct entry FDNA</p>

	<p>students. SUC action plan and implementation. Process for notification of adverse CQC reports and actions taken. PLP list in gateway one is updated.</p>
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Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>UoH submitted documentation which evidences NMC condition one is met. A revised programme specification, module specification, digital literacy policy and course finder is provided. UoH confirm university condition two and three are met. The programme 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:	17 April 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

The major modification documentation and approval visit confirm that effective partnership working at strategic and operational levels with all stakeholders continues. PLPs, students and SUCs confirm they've been involved in development of the direct entry NA route.

There's a strategy for SUC involvement outlining broad principles for SUC engagement. Original approval on 30 July 2019 recommended the programme team consider how SUCs can have a greater presence within the programme including in student assessment. We find a newly appointed SUC development officer employed to increase numbers in the SUC group, widen their involvement in all areas and co-ordinate their work. We're told there'll be a greater focus on the evaluation of SUC impact on programme learning outcomes. An action plan detailing milestones, responsibilities and areas for development is in progress. This is led by the SUC committee. The action plan wasn't available for review prior to the approval visit, however SUCs tell us it details SUC involvement across all aspects of the student journey from open days for prospective students through to graduation. (Recommendation three)

SUCs confirm they're members of the NA steering group reviewing both programme and module development and are involved in programme design through focus groups. SUCs tell us they're equal partners in recruitment, working alongside PLPs and academic staff to decide on applicant suitability for the programme. They undertake relevant preparation such as equality and diversity training to help them in their role and offer each other shadowing opportunities to support new members of the group.

Documentary evidence confirms a robust partnership strategy is in place with PLPs. These include the strategic healthcare education partnership (SHEP) group and the MYEPLG. These groups have oversight of and support practice supervision and assessment to ensure safe and effective practice learning environments, and processes to collaboratively monitor and ensure a range of practice learning opportunities for students to meet people's diverse needs. The direct entry NA route will be a standing agenda item at all NA steering group meetings. These are operational meetings held every six weeks between the school and PLPs.

There are updated memorandums of understanding between the school and PLPs. PLPs tell us they welcome the addition of a direct entry route as it will further support workforce development.

The school works collaboratively with PLPs to implement the SSSA. Key to this collaboration is the team of clinical nurse educators (CNEs). Their role is viewed

as pivotal by PLPs and students as they act as the conduit between the school and PLPs. PLPs tell us that a wide range of registered health and social care professionals will act as practice supervisors and they see this as a positive move for student support and supervision. The school has adapted MYEPLG guidance for ongoing preparation for practice supervisors, practice assessors and academic assessors to the local context.

The school has employed a new practice learning facilitator (PLF) specifically to support private, independent and voluntary sector organisations (PIVOs) with implementing the SSSA. The school tell us that 80 new practice settings have been identified, with particular success in learning disabilities (LD) and mental health (MH) fields. This will increase the range of practice learning experiences available for all NA students. CNEs support the PLF role by undertaking audits to assess suitability and safety of new practice settings.

Documentary review and discussion at the approval visit identifies notification of a CQC visit and outcomes comes via the SHEP meeting which PLPs and all AEs in the Yorkshire area attend. Notification of an adverse CQC report is reliant on the school link tutors setting up CQC alerts. There's documented evidence for one practice learning setting of a delay of six months occurred between the CQC report publication and an exceptional report sent to the NMC. In addition, one person in the school makes the decision to complete an exceptional report to the NMC following notification of the alert by the link tutor. Visitors recommend the process for CQC alerts is strengthened and the school consider an approach to exceptional reporting that is not reliant on one individual's decision making. (Recommendation one)

Some PLPs are removed from the practice learning circuit but are still recorded as active in gateway one. Visitors recommend the list of active PLPs in gateway one is updated to reflect accuracy. (Recommendation two)

Current apprenticeship route students tell us they are aware of the planned direct entry route. Students tell us how they contribute to programme development and of roles such as cohort academic representative and member of the NA course management committee. They tell us how their feedback is acted upon and changes made to the programme as a result of the feedback. For example, a reduction in the number of reflective pieces they write across the year is reflected in the revised practice modules.

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:

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)

No

R1.1.6 is not met. R1.1.1–R1.1.5 are met and unchanged from original approval on 30 July 2019.

Documentary analysis identifies there's no information in programme documentation or school web pages on assessing capability for digital and technological literacy on entry to the programme. The school confirm the only method currently used is completion of an online application form via the universities and colleges admissions service (UCAS). The school confirm they will be reviewing this approach for future applicants. (Condition one)

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 and unchanged from original approval on 30 July 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 and unchanged from original approval on 30 July 2019.

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

Unchanged from original approval on 30 July 2019.

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

No

There's no information in programme documents or on the school web pages of how capability for digital and technological literacy to meet programme outcomes will be determined on entry to the programme. (Condition one)

Outcome

Is the standard met?

Not Met

There's no information in programme documents or on the school web pages of how capability for digital and technological literacy will be determined on entry to the programme. The school confirm that digital literacy is assessed through

submission of the online application form through UCAS.

Condition one: Clarify the digital and technological literacy requirements for entry to the programme within the programme specification and marketing material. (SFNME R2.6; SPNAP R1.1.6)

Date: 29 February 2020

Post Event Review

Identify how the condition is met:

Condition one: The school has provided a mock-up of the course finder information that will be available on applicant web pages. This details the process for determining how capability for digital and technological literacy will be determined on entry to the programme. The programme specification document includes statements on how capability for digital and technological literacy will be determined. A digital literacy policy has been developed.

Condition one is now met.

Evidence:

Mock-up of course finder FDNA, 15 April 2020

UoH programme specification, 14 April 2020

UoH, what is digital literacy policy, 30 March 2020

Date condition(s) met: 17 April 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 2 Curriculum

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

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

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

R2.3 ensure that 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)

Met

R2.4 is met. Programme handbooks and planners outline the variety of practice learning experiences available and an example student journey through the programme. There's a broad curriculum and wide range of practice learning settings. Indicative module content is outlined in the module specifications and enable students to explore the different needs of SUCs and client groups across the lifespan. There's a strong focus on linking theory and practice. Direct entry NA students and NA apprenticeship students both attend university one day a week during their practice learning experiences to share theoretical learning.

Student practice learning consists of adult, child, mental health and learning disability experience in both community teams and hospital settings. Students tell us they enjoy placements and learn a lot in settings such as mental health and learning disabilities. They're able to take learning back to their own place of work. There's a midwifery conference with all NMC pre-registration students which NA students attend and reflect on for their individual learning portfolios. The OAR includes a practice placement record for students to record clinical learning and interaction with client groups for example children and those with mental health needs.

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 confirms programme length is two years. Each year is delivered over 42 weeks. The programme meets the requirements for 2300 hours of learning. Students study a combination of practice and theory modules. There are four modules in each year including one practice module spanning the whole year with summative assessment at the end of the year.

There are three practice learning experiences each year. Direct entry NA students will complete 22.5 hours per week of practice learning during placement one in year one. This design aims to support the transition to practice learning for students who may have no care experience. Students then complete two further practice learning experiences in each year of 30 hours per week. Practice learning totals 26 weeks in year one. The first placement in year two follows the same pattern. This is designed to support students' transition to intermediate level and increasing levels of complexity in practice settings and theoretical learning. Students tell us the programme prepares them to develop the skills required to register as a NA.

Programme learning is sufficient to allow students to meet the SPNA.

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 structure and programme specification demonstrate an equal balance of theory and practice learning with 1155 hours of theory and 1155 hours of practice learning, equivalent to 2310 overall programme hours.

The programme structure for NA direct entry students differs to the NA apprenticeship route, although there is some shared learning with the NA apprenticeship students. Theory blocks of three to four weeks are interspersed with practice learning experiences of between eight and nine weeks in length. This is designed to ensure students with limited levels of previous care experience have sufficient preparation in nursing skills and procedures as those with care experience. During practice learning experiences NA direct entry students will attend university one day a week to share theoretical learning with the NA apprenticeship students. This is to ensure a supportive peer learning group with the NA apprenticeship route students. Programme structure includes reading weeks giving students time to prepare for assessments.

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

Yes

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?

Met

Date: 29 February 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. Discussion at the approval visit confirms the school will continue to work with PLPs and CNEs to ensure learning opportunities across the lifespan are appropriate. Each student's practice learning experience is tracked on a database to ensure NAs deliver safe and effective care to a diverse range of people in a variety of practice settings. Some PLPs are removed from the practice learning circuit but are still recorded as active in gateway one. (Recommendation two)

NA apprenticeship students have external placement learning one day a week throughout the programme. NA direct entry students have a different placement structure arranged in blocks.

The school and PLPs tell us that the longer block placement structure for direct entry students will be supportive for those with limited care experience.

A raising and escalating concerns process is in place. This process is documented in programme handbooks and students confirm they know how to raise and escalate concerns and are confident to do so.

Notification of a CQC visit and outcome comes via the SHEP meeting which PLPs and all AEIs in the Yorkshire area attend. Notification of an adverse CQC report is reliant on the school link tutors setting up CQC alerts. The process identifies one

person in the school makes the decision to complete an exceptional report to the NMC following notification of the alert by the link tutor. (Recommendation one)

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 and unchanged from original approval on 30 July 2019.

Since the last approval visit which took place on 17 May 2019, the school have ensured that all practice learning experiences in mental health and learning disability settings are scheduled for a minimum of four weeks to provide a more coherent learning experience for students. This also ensures a less disruptive experience for SUCs in these placement areas.

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 and unchanged from original approval on 30 July 2019.

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 and unchanged from original approval on 30 July 2019.

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. Direct entry students will follow option A and are supernumerary for all practice learning. PLPs confirm their understanding and obligations regarding supernumerary status. Practice learning hours are recorded on timesheets in the NAPAD. There are plans to move to recording practice hours via the practice assessment record and evaluation tool (PARE) in an online PAD. For direct entry students, theory and practice hours are monitored at personal tutor meetings three times a year. Personal tutors use a checklist to review attendance, progress against achieving proficiencies and an electronic portfolio of learning and reflections.

There's a process in place to track attendance and any student who misses 10 hours of either theory or practice learning is invited to an attendance panel. An action plan is agreed for retrieval of unmet practice hours and this does not exceed the EU working time directive. For any unmet theoretical hours, students will use lecture capture and complete learning activities. Students then meet with the relevant lecturer to discuss their learning. The school tell us this system works well. Students confirm the process is supportive.

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: 29 February 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, R3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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 and unchanged from original approval on 30 July 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 and unchanged from original approval on 30 July 2019.

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 and unchanged from original approval on 30 July 2019.

Direct entry students will complete the same module assessments as the NA apprenticeship students, however reference to preparation for the end point assessment in the year two professional development for nursing associates module will be removed. The school tell us direct entry students will complete the professional discussion component of this module as preparation for their future registered role.

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 and unchanged from original approval on 30 July 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: 29 February 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's no fall back award with eligibility for registration with the NMC as a NA.

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: 29 February 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: CQC reporting process, 30 March 2020	

Mock-up of course finder FDNA, 15 April 2020 UoH, module specification document, 31 March 2020 UoH, programme specification, 14 April 2020 UoH, what is digital literacy policy, 30 March 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	No
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 students, year one, FDNA Four students, year two FDNA	
All students met are on the FDNA apprenticeship route	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
This was a university approval visit. There was no requirement to meet with HE/FE college senior managers.	
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 Ashgrove Medical Centre, 4 March 2019	

BMI The Huddersfield Hospital, 23 December 2019
 Bradford District Care NHS Foundation Trust, 11 June 2019
 Claremont House, 28 August 2019
 Cygnet Hospital Wyke, 19 June 2019 and 31 October 2019
 Cygnet Hospital Bierley, 29 June 2018
 Cygnet Hospital Oaks, 21 December 2018
 Holme House Care Home, 12 February 2019
 Kenmore Care Home with nursing, 29 November 2019
 Locala Community Partnerships Community Interest Company, 17 May 2017
 Moor View Care Home, 23 January 2020
 North Manchester General Hospital, 1 March 2018
 Rampton Hospital, 16 October 2019,
 St James University Hospital, 15 February 2019
 The Links Care Centre, 18 March 2019
 The Mid Yorkshire Hospitals NHS Trust, 7 December 2018
 The Rotherham NHS Foundation Trust, 18 March 2019
 The Royal Oldham Hospital, 1 March 2018

If you stated no to any of the above, please provide the reason and mitigation

UoH is an established AEI. There was no requirement to view or visit facilities.

Additional comments:

Some PLPs in the recorded list are removed from student practice learning. The school have not updated the PLP list in gateway one to reflect these changes. The AEI confirm the PLP applicable to the programme.

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Issue record

Final Report

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