Nursing & Midwifery Council

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

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Programme Major Modification report

Section one

Programme provider name:	University of the West of England
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Avon and Wiltshire Mental Health Partnership NHS Trust North Bristol NHS Trust University Hospitals Bristol and Weston NHS Foundation Trust Royal United Hospitals Bath NHS Foundation Trust Private voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of current programme:	FdSc Nursing Associate
Title of modified programme if changed:	
Academic level of current programme:	
Pre-registration nursing associate	England ☒ Level 5
Nursing associate apprenticeship	England ☐ Level 5
Academic level of modified programme if changed:	
Pre-registration nursing associate	England ☐ Level 5
Nursing associate apprenticeship	England ☒ Level 5
Programme start date:	
Pre-registration nursing associate Nursing associate apprenticeship	N/A 1 February 2020

Date of approval visit:	6 October 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison

Section two

Summary of review and findings
The University of the West of England (UWE), is an approved education institution (AEI). The faculty of health and applied sciences, department of nursing and midwifery (the school) present a major modification to the full-time pre-registration foundation degree (FdSc) nursing associate apprenticeship (NAA) programme. The nursing associate programme was approved by the NMC in September 2019. The modification is to provide delivery of the full-time, two-year NAA programme at a new satellite centre the University Centre Weston (UCW). UWE have written agreements in place with the following apprentice employer partners; Avon and Wiltshire Mental Health Partnership NHS Trust, North Bristol NHS Trust, The Pier health group, Sirona care and health, University Hospitals Bristol and Weston NHS Foundation Trust and Weston Hospicecare. All stakeholders confirm there's effective working partnerships and report involvement in the design, development and improvement of the programme. AEIs in the south west region of England agree to use the national nursing associate practice assessment document (NAPAD). AEI's work in partnership with practice learning partners (PLPs) to assure the quality of shared practice learning environments. Systems are in place to monitor and address issues raised through adverse regulatory body reports. The programme is designed to meet the Standards of proficiency for nursing associates (NMC, 2018). Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC,2018). The visit is undertaken remotely due to the COVID-19 pandemic. The programme modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐

	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Review the ongoing commitment to involve local service users and carers (SUCs) to support the programme at UCW.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI confirm the accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐

Date condition(s) met:	

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection **Standard 3: Student empowerment:** R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

Findings against the standard and requirements

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

The approval process provides evidence of partnership working between UWE, UCW, employer partners (EP's), PLPs, SUCs and students. UWE and UCW have partnership agreements in place with robust governance strategies and monthly partnership board meetings.

UWE and UCW collaborate on health and social care and mental health and social care foundation degrees which are delivered at UCW. The partnership initiated the proposal to offer a pre-registration NAA programme at UCW. The proposal for UCW as a new satellite site for the delivery of the programme is in response to local employer needs. EP's confirm a commitment to the locally based higher education (HE) facility that supports preparation for HE courses and career-based programme opportunities. They tell us working with UWE and UCW allows a career pathway for assistant practitioners and nursing associates' into nursing. UCW managers and EP's identify the provision at UCW as a local solution to recruitment, retention and career development. To expand support for health and social care programmes, UCW have built a health and active living skills centre which contains a fully equipped, six-bedded simulation suite. Technicians and UCW academic staff are part of the south west peninsular simulation network.

Documentary evidence and the approval process confirms academic staff from UWE and UCW work in partnership to develop, plan and deliver NAA programme modules. From the October 2019 pre-registration nursing associate cohort, each module has an UWE academic member of staff supported by an UCW academic member of staff. UCW academic staff deliver the programme locally, supported remotely by UWE academic staff and UWE e-learning resources. Comparability of student experience is monitored by established quality enhancement processes. Programme outcomes and results are presented at the UWE examination board supported by appropriately qualified external examiners. The programme teams and EP's confirm practice-based staff will support the UCW programme. The approval process confirms UCW academic staff are prepared for student support and academic assessor roles.

UWE and UCW have established relationships with PLPs. Formal workplace agreements, commitment statements and notes from strategic meetings confirm this. EP's confirm processes are in place to recruit to the programme and to support apprentices in meeting the entry requirements. Students confirm there's support available from UCW to meet the education-based entry requirements. Interviews are undertaken by EP's and academic staff from the UWE and UCW partnership. Interviews are undertaken either face to face or virtually. SUCs confirm they're involved in developing interview questions and there's strategies in place with PLPs and UCW to involve SUCs further in the values-based interview process.

EP's, PLPs and students tell us there's established structures and resources at UCW and with PLPs to support the student journey. The UCW HE academic registry student services team support students with financial issues, learning support, mental health and wellbeing and careers coaching. Students and PLPs tell us about personal and dyslexia support at employer organisations and at UCW. The approval process confirms all partners have robust processes in place to receive, evaluate and action student and practice supervisor and practice assessor feedback.

UWE and UCW work in partnership with the south west practice learning academic network, a group of AEIs and health education England. Through the group practice learning strategies including quality assurance processes are shared and agreed. Senior PLP and UWE staff confirm a systems regulator alert system is in place, action plans are agreed and shared between PLPs and AEIs in the south west region.

Documentary evidence confirms UWE has a clear SUC strategy, SUCs tell us they support programme delivery. UCW provide examples of SUC groups who support their health and social care programmes. These include North Somerset People First and the Alzheimer's Association. The approval process confirms plans are in place to increase SUC involvement at UCW.

The NAPAD facilitates the involvement of SUCs who provide feedback for students on their performance in practice learning environments. SUCs and students tell us they're listened to and treated as equal partners. PLPs and students confirm there's an open culture in practice organisations which allows students to raise concerns. Students tell us they're supportive of the proposed provision at UCW.

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

MET ☒   **NOT MET** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

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 ☒　　**NOT MET** ☐

Post Event Review
Identify how the condition(s) is met:
Date condition(s) met: N/A

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' heath and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for nursing associates* and programme outcomes, up to a

maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and

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

Standards framework for nursing and midwifery education specifically*:* R2.6, R2.7, R2.8, R2.10

Findings against the standard and requirements

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 ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

- 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 ☒   **NOT MET** ☐

  R1.5 is met. Unchanged since original approval in September 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)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

  MET ☒   **NOT MET** ☐

  R1.6 is met. Unchanged since original approval in September 2019.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒ **NO** ☐	
Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 6 October 2020	
Post event review	
Identify how the condition(s) is met:	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A	

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

Nursing & Midwifery Council

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

MOTT MACDONALD

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:

R2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

R2.6.2 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)

R2.6.3 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

Findings against the standard and requirements

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

- There is evidence 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 ☒   **NOT MET** ☐

   R2.4 is met. The approval process confirms signed commitment statements are in place for students to have practice learning experiences in contexts not available within their employment setting.

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 ☒   **NO** ☐

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

- There is evidence that:
  - 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 ☒   **NOT MET** ☐

   R2.6 is met. Unchanged since original approval in September 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 ☒   **NOT MET** ☐

NMC Nursing & Midwifery Council

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

MOTT MACDONALD

R2.7 is met. Unchanged since original approval in September 2019.

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** ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met **YES** ☒   **NO** ☐ Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 October 2020		
Post event review		
Identify how the condition(s) is met:		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT 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

Nursing & Midwifery Council

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

MOTT MACDONALD

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:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 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

R3.5.2.3 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

Findings against the standard and requirements

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for 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 ☒   **NOT MET** ☐

    R3.1 is met. Unchanged since original approval in September 2019.

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

    MET ☒   **NOT MET** ☐

    R3.2 is met. PLPs tell us there's a locally based primary placement area forum established across partnership organisations. Through this forum, lessons learnt from managing apprenticeship students are shared and strategies for improvement taken forward. The setting up and sharing of hub

and spoke learning experiences across organisations is managed by this group. Practice education facilitators tell us they ensure all students have a variety of practice learning experiences which meet the holistic needs of people. Documentary evidence confirms robust processes are in place for assessing, monitoring and evaluating practice learning experiences.

- 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 ☒   **NOT MET** ☐

  R3.3 is met. Unchanged since original approval in September 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 ☒   **NOT MET** ☐

  R3.4 is met. Unchanged since original approval in September 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 ☒   **NOT MET** ☐

  R3.5 is met. EP signed commitment statements and learning agreements are in place.

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

YES ☒   **NO** ☐

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 October 2020		

Post event review		
Identify how the condition(s) is met:		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse 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*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

Nursing & Midwifery Council

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

MOTT MACDONALD

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

Standards for student supervision and assessment
R4.1 – R4.11

Findings against the standards and requirements

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

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

  MET ☒   **NOT MET** ☐

  R4.1 is met. The approval process confirms support, supervision, learning and assessment complies with SFNME (NMC, 2018). The comparability of the student experience is closely reviewed. UCW have established protocols in place to support students. EPs provide examples of how occupational health departments support students.

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

  MET ☒   **NOT MET** ☐

  R4.2 is met. Unchanged since original approval in September 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 ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged since original approval in September 2019.

- 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 ☒   **NOT MET** ☐

R4.5 is met. Unchanged since original approval in September 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 ☒   **NO** ☐
 	
- There is an appropriate assessment strategy and process detailed. (R4.7)
        YES ☒   **NO** ☐
 	
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 ☒   **NO** ☐
 	
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates*. (R4.9)
        YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met
        YES ☒   **NO** ☐
 	
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met
        YES ☒   **NO** ☐

Outcome

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

Date: 6 October 2020

<table>
<tr><td colspan="3" style="background:#8faadc">Post event review</td></tr>
<tr><td colspan="3">Identify how the condition(s) is met:</td></tr>
<tr><td colspan="3">Date condition(s) met:
N/A</td></tr>
<tr><td>Revised outcome after condition(s) met:</td><td>MET ☐</td><td>NOT MET ☐</td></tr>
<tr><td colspan="3">N/A</td></tr>
</table>

<table>
<tr><td style="background:#8faadc">Standard 5: Qualification to be awarded</td></tr>
<tr><td>

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.

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

</td></tr>
</table>

<table>
<tr><td style="background:#8faadc" align="center">Findings against the standards and requirements</td></tr>
<tr><td>

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

</td></tr>
</table>

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

YES ☐   NO ☐   N/A ☒

There is no fall-back award for this programme which confers eligibility to register 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

Outcome
Is the standard met?   MET ☒   NOT MET ☐

Date: 6 October 2020

Post event review
Identify how the condition(s) is met:

Date condition(s) met:
N/A

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

N/A

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐

External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning time.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: PowerPoint presentation including photographs, UCW campus, library and simulation suite facilities, 6 October 2020		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Pre-registration nursing associate, October 2019, cohort x one Pre-registration nursing associate, February 2020, cohort x two		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		

NMC Nursing & Midwifery Council

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

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Additional comments:
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning / virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Care Quality Commission (CQC) quality report, Avon and Wiltshire Mental Health Partnership Trust, 22 May 2020 CQC quality report, North Bristol NHS Trust, 25 September 2019 CQC quality report, University Hospitals Bristol and Weston NHS foundation Trust, 16 August 2019 CQC quality report, Weston Hospicecare, 21 February 2017		
If you stated no to any of the above, please provide the reason and mitigation: Unable to visit the practice learning environment due to the COVID-19 pandemic.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Maureen Harrison	Date:	10 October 2020
Checked by:	Bernadette Martin	Date:	19 October 2020
Submitted by:	Lucy Percival	Date:	12 October 2020
Approved by:	Leeann Greer	Date:	13 October 2020