Programme Major Modification report

Section one

Programme provider name:	Anglia Ruskin University
Programme reviewed: *This is the NMC programme title(s)*	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	Foundation degree (FdSc) nursing associate (direct entry, full-time) FdSc nursing associate (apprenticeship)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A
Academic level of current programme:	
Pre-registration nursing associate	England ☒ Level 5 ☐ N/A
Nursing associate apprenticeship	England ☒ Level 5 ☐ N/A
Academic levels of modified/additional programme(s)/route(s):	

Pre-registration nursing associate	England ☒ Level 5 ☐ N/A
Nursing associate apprenticeship	England ☒ Level 5 ☐ N/A

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	21 August 2019
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	 12 September 2022 12 September 2022
Date of modification:	10 March 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison

Summary of review and findings
Anglia Ruskin University (ARU) is an approved education institution (AEI) offering a pre-registration nursing associate (NA) foundation degree (FdSc) programme, with direct-entry and apprenticeship routes. The original programme was approved by the Nursing and Midwifery Council (NMC) on 21 August 2019. ARU present a major modification of the approved NA programme apprenticeship and direct entry routes to be delivered at a new satellite site, the College of West Anglia (CWA), King's Lynn. There are two apprenticeship route intakes a year and one direct entry. The first cohort commences in September 2022. The modification is undertaken through a face to face visit to the satellite site. Approved employer partners (EPs) supporting the NA apprenticeship route are Cambridgeshire and Peterborough NHS Foundation Trust, Cambridgeshire Community Services NHS Trust, North West Anglia NHS Foundation Trust, Royal Papworth Hospital NHS Foundation Trust, The Queen Elizabeth Hospital (QEH) King's Lynn NHS Foundation Trust, Cambridge University Hospitals NHS Foundation Trust, Cambridgeshire and Peterborough clinical commissioning group (CCG), Ipswich and East Suffolk CCG, Norfolk and Waveney CCG, Ramsay Health Care UK, PJ Care, St Clare Hospice, Umika Lodge Care Home, Arthur Rank Hospice Charity and Nouvita Healthcare/Howe Dell Manor. Two of the EPs, The QEH King's Lynn NHS Foundation Trust and Norfolk and Waveney CCG, support the delivery of the apprenticeship route at the CWA. Processes are in place between ARU, EPs and practice learning partners (PLPs) to monitor and action any concerns raised in Care Quality Commission (CQC) reports. The CWA has established a school of nursing studies (SoNS). Facilities are provided which meet resource requirements for delivery of a FdSc and a NA programme. ARU staff deliver all theoretical, simulation and skills-based teaching and provide programme support at the site. The CWA enable learners to access information technology (IT) facilities and emergency assistance, but all other student support is provided by ARU. The CWA have employed a lead nurse, who is seconded from QEH. QEH also have a lecturer-practitioner secondment to support programme delivery at the CWA. The major modification process confirms ARU, the CWA, PLPs/EPs, students and service users and carers (SUCs) support current and future investment in environmental and staff resources to deliver the programme at the CWA.

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nursing associate education.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. Partnership agreements between PLPs/EPs, ARU and other regional AEIs and arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The major modification to deliver the programme at the CWA is recommended to the NMC for approval. There's one university recommendation.

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:	N/A

Recommendations to enhance the programme delivery:	Recommendation one: To have further consultation with all stakeholders regarding using the CWA as a base site for current cohorts of the FdSc NA programme. (University recommendation)
Focused areas for future monitoring:	Staffing resources to support programme delivery at the CWA.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions N/A	
AEI Observations	Observations have been made by the education institution **YES** ☐ **NO** ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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 major modification process confirms partnership working between ARU, the CWA, PLPs and EPs for local delivery of the ARU FdSc NA programme at King's Lynn. The CWA identify opportunities available for college students to undertake access courses to programmes in health and social care. Senior staff at the CWA say being able to offer the NA programme at the CWA increases career opportunities for their current students. The CWA have a higher education (HE) centre. CWA senior managers confirm established relationships and agreements in place between ARU to provide HE to students in the north and west of East Anglia. There are monthly management meetings between ARU and the CWA to prepare for NA programme delivery. We're assured of established support systems in place to support HE students at CWA, although ARU are supporting all students and apprentices based at the CWA. Robust systems are in place to monitor and evaluate the delivery of an NMC approved programme at the CWA.

To expand opportunities for health-based programmes, local funding has allowed the construction and equipment of the SoNS at the CWA. CWA staff and PLPs/EPs evidence a strong commitment to establish a locally based training centre for NA's in the region. PLPs/EPs emphasise the importance of providing a local base for programmes which support development of a skilled and sustainable healthcare workforce for the region.

PLPs/EPs and apprentices strongly convey support for local delivery of the NA programme at the CWA. NA students and apprentices are enrolled as ARU students, not CWA students. They have access to CWA environmental facilities. ARU staff will deliver support and theory-based sessions on the CWA site.

A lead nurse for clinical education is based at the CWA. This post is a secondment from QEH. There's evidence of effective communication between ARU and the lead nurse. The role includes ongoing management and development of the educational environment, for example the further development of simulation facilities.

An agreement is in place between ARU and QEH for the secondment of a lecturer-practitioner (L-P) who will be based locally and work for ARU two days a week. ARU senior managers assure us of the intention to train, support and provide career development for the L-P. There's an intention for a visiting ARU member of staff to be at the CWA to support the L-P when NA apprentices and students are attending theory-based sessions.

Senior managers at QEH tell us of an established SUC group, within their organisation and give examples of how they aim to increase opportunities for student and apprenticeship interaction with the local SUC group to support programme delivery. The programme team and SUCs confirm the ARU SUC

strategy to embed SUC involvement in programme development, delivery and evaluation is ongoing.

The apprentices we met are employees at QEH. They're currently based at the ARU campus at Peterborough. They speak very strongly of their hope to continue their studies at the CWA. PLPs/EPs tell us of strategies and education support teams in place to support apprentices and students. Apprentices confirm the effectiveness of EP and ARU support systems. Apprentices voice commitment and a strong sense of identity to QEH.

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** ☐

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:
N/A
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 through this modification.

- 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 through this modification.

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: 10 March 2022			
Post event review			

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

Date condition(s) met:
N/A

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

Standard 2: Curriculum

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

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

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

R2.3 ensure that 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

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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. Unchanged through this modification.

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. ARU undertook a minor modification to deliver the 27-month course in 23 months across all ARU campuses. EPs requested the change to enable the release and management of apprentices in yearly cycles. The change in programme length also applies to the FdSc NA direct entry route. Overall programme hours are unchanged. Total theory hours are 1245 and total practice learning hours are 1200. Programmed learning at all ARU sites (including the CWA) and with PLPs/EPs is sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates (SPNA) (NMC, 2018).

- 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** ☐

R2.7 is met. The programme has a structure with blocks of theory and blocks of practice learning. Consultation with PLPs/EPs and students has led to a change in structure to weekly delivery. Two days are theory-based learning and two days a week are practice-based learning. The change is across all ARU campus sites (including the CWA) and applies to both the apprenticeship and direct entry routes.

There's also a change in the teaching and learning strategy to a blended learning approach. Documentation identifies the change has been discussed with PLPs/EPs, apprentices, students and SUCs. The approach enables apprentices and students from across ARU's four campuses, including the CWA, to learn together and enables sharing of good practice from across a wide geographical area. The approach enables all learners, regardless of campus to have the same theoretical experience. The programme team confirm theory-based sessions are delivered through a variety of interactive technological platforms. The ARU libraries have an extensive range of e-books and e-journals to support learning. The programme team and apprentices confirm that the provision of a digital pre-course module, 'step into healthcare' prepares students for a programme which is dependent on IT.

EPs identify the need for close monitoring of apprentices engaging with IT resources. Apprentices say they're supported in their use of IT and they appreciate opportunities for interaction with others during an IT session. They describe the challenge of finding spaces in their own homes which support their IT learning and which limit distractions. Apprentices say practical-based sessions (for example simulation), delivered at campus sites enhance the sense of belonging to a group of learners, supported by academics.

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: 10 March 2022		

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

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for 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:

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, R2.14; 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. The major modification process confirms partnership processes in place to ensure NAs are enabled to deliver safe and effective care. The quality of the practice learning environment at QEH is regularly reviewed by ARU, QEH and other AEIs in the region. Action plans made are robustly monitored. A QEH CQC report (February 2022) recommends removal from the recovery support programme (previously called 'special measures'). The CQC rating is now 'requires improvement' overall, with good ratings for effective, caring and well-led. Senior managers at QEH detail rigorous processes in place at strategic and operational level to oversee the provision of safe and effective care. QEH has been approved as an EP for NA apprentices (January 2022).

ARU and EPs have reviewed 'fitness to practice' policies. The new 'lapses in professionalism' (LIP) policy deals with concerns about students' professional behaviour. The policy is appropriate for direct entry students and apprentices who are employees at local organisations.

- 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. Students on the apprenticeship route have two core placements that are external to their usual place of work and have two of the practice modules within their usual place of work, still accessing a range of related spoke placements within these. Students use the ongoing achievement record (OAR) to document and evidence the care experience and learning achieved when working with people from different ages. Apprentices describe how practice supervisors are facilitating their learning in a variety of contexts. Practice education facilitators (PEFs) from both PLPs/EPs confirm joint working and monitoring with ARU staff to ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages.

Established processes are in place for assessing, monitoring and evaluating practice 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. The SoNS at the CWA includes three purpose-built rooms for teaching clinical skills and simulation. The equipment at the CWA is comparable to that offered to students based in other ARU campuses. The CWA employ a lead nurse for clinical education based at the college and on secondment from QEH. The two-day a week secondment from QEH will support learning and assessment in curriculum.

The CWA and ARU managers assure us the provision of simulation facilities is constantly reviewed. Software for education-based programmes is provided by ARU and there's WIFI available across the site and computers in the HE centre. Apprentices confirm ease of access to ARU support systems when accessing software programmes.

- 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 through this modification.

- 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. Documentation and PLPs/EPs assure us of the supernumerary status of NA direct entry students studying at the CWA.

Option B is adopted for the apprenticeship route. There's a regional definition of protected practice learning time (PPLT). PPLT in the apprentices' place of work is identified as full shifts during which the apprentice can be counted in the staff numbers. On these shifts apprentices are allocated a practice supervisor/practice assessor, with whom they'll identify an appropriate learning goal. Learning goals are established and monitored. Feedback is given at the end of the shift. PEFs and apprentices assure us opportunities are provided for learning and apprentices provide examples of opportunities given. PEFs tell us they've learnt that documenting PPLT learning opportunities is key to the success in providing PPLT. Apprentices confirm they're often supernumerary when undertaking PPLT in their own place of work. PLPs/EPs, PEFs and apprentices describe how hub and spoke practice learning opportunities are provided within the organisation and often form the basis of the PPLT. The programme team, EPs and apprentices confirm PPLT is monitored.

We're assured the PLPs/EPs work in partnership with ARU to arrange, monitor and supervise external practice placements. Apprentices are supernumerary on all external placements.

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: 10 March 2022

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

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

Standard 4: Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse 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;
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. ARU has updated the policy on personal tutor support, learners are able to book a time for tutorial via MS Teams. Apprentices confirm ease of access to personal tutor and module tutor support. PLPs/EPs identify structures within their organisations to support apprentices and students. Apprentices confirm accessibility of ARU and EP established support mechanisms during practice-based learning. These include education champions, link tutors, course leaders, directors of practice, academic assessors, local PEFs, practice supervisors and practice assessors.

Student support services for individual needs or disability are provided by ARU. Students describe ease of access to these resources. Strong relationships for apprentice/student support are evident in ARU and PLP/EP agreements which apprentices confirm are established.

- 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 through this modification.

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 through this modification.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing 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: 10 March 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a 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*
Findings against the standards and requirements

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** ☐

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's no fall-back exit award which includes registration 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 ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 10 March 2022

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

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

N/A

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.	☒	☐
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: None identified.		
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: Seven, January 2022 Peterborough based NA apprenticeship students. Employer QEH.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐

Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐

System regulator reports list:

The QEH King's Lynn NHS Foundation Trust, CQC inspection report, 16 January 2020

The QEH King's Lynn NHS Foundation Trust, CQC inspection report, 23 February 2022

Basildon and Thurrock University Hospitals NHS Foundation Trust, CQC inspection report, 10 July 2019

Edith Shaw Hospital, CQC inspection report, 28 October 2021

Essex Partnership University NHS Foundation Trust, CQC inspection report, 9 October 2019

Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019

John Munroe Hospital – Rudyard, CQC inspection report, 28 October 2021

Kneesworth House, CQC quality report, 5 January 2022

Mid and South Essex NHS Foundation Trust, CQC inspection report, 1 December 2021

Norfolk and Norwich University Hospitals NHS Foundation Trust, CQC inspection report, 17 April 2020

North East London NHS Foundation Trust, CQC inspection report, 6 September 2019

North West Anglia NHS Foundation Trust, CQC inspection report, 20 December 2019

Potters Bar Clinic, CQC quality report, 3 March 2020

The Princess Alexandra Hospital NHS Trust, CQC inspection report, 17 November 2021

Priory Hospital Arnold, CQC inspection report, 22 July 2021

Queen's Hospital, CQC inspection report, 1 October 2021

St Johns House, CQC inspection report, 17 September 2021

The Royal Free Hospital, CQC inspection report, 27 August 2021

West Suffolk Hospital, CQC inspection report, 22 June 2021

If you stated no to any of the above, please provide the reason and mitigation:
Library facilities at the CWA aren't viewed. Students have access to ARU and PLP/EP libraries.
Practice learning environments aren't visited. This is a major modification for approval of a new site for programme theory delivery.

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

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Issue record			
Final Report			
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