

Programme approval visit report

Section one

Programme provider name:	Brunel University London
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Hillingdon Hospitals NHS Foundation Trust Central and North West London NHS Foundation Trust
Programme(s) reviewed:	
<p>Programme: Nursing associate Title of programme: FdSc Nursing Associate Apprenticeship route Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
Date of approval	25 February 2020
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Mary Rooke

Section two

Summary of review and findings

Brunel University London (BUL) is an established approved education institution (AEI). The college of health and life sciences (the college) has submitted documentation to support the approval of a full-time two year pre-registration nursing associate (NA) programme. The programme constitutes a foundation degree science (FdSc) with one route which is a NA apprenticeship incorporating eligibility for the award of FdSc NA and to register as a NA with the Nursing and Midwifery Council (NMC) upon successful completion.

There's effective working relationships between the college and their associated employer practice learning partners (PLPs). In all cases a collaborative approach is taken including feedback from students, practice link lecturers and service users. A partnership approach to developing the programme is evident. There's evidence stakeholders contribute to the design and development of the programme.

Formal partnerships and written agreements are in place with employers of apprentices for the proposed NA apprenticeship route. BUL work with their employer PLPs. These are Hillingdon Hospitals NHS Foundation Trust (HHFT) and Central North West London NHS Foundation Trust (CNWLFT). Together with BUL they have established the Brunel academic centre (BAC) which focuses on the education of the health and care workforce. The programme team and employer PLPs tell us the proposed programme will provide additional resources for the local workforce to meet the health and social care needs of the local population.

BUL will use the England NA practice assessment document (PAD) and ongoing achievement record (OAR). The PAD is mapped to the Standards of proficiency for NA and programme outcomes.

BUL, in partnership with PLPs and employers, confirm any issues which arise from care quality commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. HHFT have received a CQC report as requires improvement. Assurance is provided that risks associated with this are being effectively managed to ensure student protection in practice learning settings and public protection. The programme team and employer PLPs tell us there's effective communication with other AEIs in the region to share information on CQC reporting and audit outcomes. BUL does not currently have NA students.

The programme meets the Standards for student supervision and assessment

(SSSA) (NMC, 2018). The Standards framework for nursing and midwifery education (SFNME) are met at programme level.

The programme is recommended to the NMC for approval. Visitors made three recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider the use of small group online tutorials to replace some routine practice link tutor visits to practice learning settings visits and therefore, offer an opportunity for students to develop peer support networks. (SFNME R3.4, R3.6; Standards for pre-registration nursing associate programmes (SPRNAP) R3.3, R4.1)</p> <p>Recommendation two: Consider defining, and including in the student facing documentation, the terms short, medium and long term student absences to assist decision making by the BUL and PLPs and</p>

	<p>employers about programme time to make up. (SFNME R2.1, R2.5; SPRNAP R2.6)</p> <p>Recommendation three: Consider the frequency of routine practice visits made by the practice link tutor to practice learning settings. (SFNME R3.6, R4.4 R3.6; SPRNAP R3.1)</p>
<p>Focused areas for future monitoring:</p>	<p>The frequency of practice link tutor visits to practice learning settings. Practice based online tutorials. Definitions of short, medium, and long term student absences. Implementation of the SSSA.</p>

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 No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

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

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

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

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

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

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We find effective working relationships between BUL, PLPs, employers, service users/carers and students. Documentary evidence and discussion at the approval visit confirms stakeholder involvement in programme development and delivery.

PLPs, students and service users/carers tell us they take part in curriculum development groups. There's a service user and carer written plan detailing the strategy for service user engagement with an identified service user and carer co-ordinator at BUL. There are records of meetings between the programme team and service users and carers recording service user participation in programme design and co-production for the programme. BUL have developed a service user and carer training programme and keep a logged record of service user participation. Practice placement areas are audited using the Pan-London audit tool. This is carried out jointly between BUL and employer PLPs and entered onto a database (ARC). Information from this database is shared with other AEs who use the same practice placements as BUL.

There's a practice education advisory committee (PEAC) attended by BUL and employer PLPs to ensure development and management of capacity and learning environments are maintained.

Service users and carers will be involved in curriculum delivery and student assessment. They play an active role in governance structures of the programme. They take part in face-to-face teaching with students. They participate in simulation-based learning activities and objective structured clinical examinations (OSCEs) and their perspective of student performance is included in feedback students receive. Service user input will extend to the programme. The PAD facilitates service users and carer's involvement in providing feedback for students. Service users/carers tell us they feel listened to and treated as equal partners for the programme.

BUL has worked with employer PLPs to establish BAC which focuses on the education of the local health and care workforce. BAC has produced a five-year strategy which includes the design, development, implementation, delivery, assessment and evaluation of their NMC approved pre-registration programmes. There's a joint approach to recruiting to the programme and management of its delivery involving all stakeholders. All stakeholders tell us they're prepared for recruitment and selection processes. Students tell us they experience a robust values-based recruitment and selection process. This joint, values based recruitment process will be used for the programme. All stakeholders involved in selection and interviews undertake BUL's online equality and diversity compliance training.

There's documentation detailing roles and responsibilities of BUL, PLPs, academic assessors, practice assessors, practice supervisors and students. This includes the ways they will work in partnership. Documentary evidence and confirmation at the approval visit demonstrates sufficient appropriately qualified practice

assessors and practice supervisors to provide support for supervision and assessment of skills and proficiencies in practice settings for all BUL pre-registration nursing associate students.

Academic assessors, practice assessors, practice supervisors and clinical education facilitators tell us they're prepared to undertake their new roles. A BUL project lead for SSSA transition works in partnership with employer PLPs to prepare practice assessors and practice supervisors for their future roles in supporting students. Those undertaking role preparation tell us they access online training materials and attend workshops to prepare them for these new roles and to meet the requirements of annexes A and B of the Standards of proficiency for NA. A record of attendance at practice assessor workshops is kept and shared with BUL and PLPs. We're told practice assessors and practice supervisors are released from their workplace to attend workshops for updates and training.

The programme team and PLPs tell us there are practice link tutors employed by BUL and clinical education facilitators employed by employer PLPs who engage with and provide support to practice assessors, practice supervisors and students in practice learning environments. Clinical education facilitators tell us established practice-based student forums meet weekly.

There are statements related to the ways student evaluations and feedback inform new programme design and development.

We find the college facilitates inter-professional opportunities with students from other healthcare programmes across BUL. PLPs and students confirm inter-professional learning (IPL) opportunities in academic and practice learning settings will be available to NA students.

Fitness to practise and misconduct concerns about a student are effectively managed in partnership between BUL and PLPs. Practice learning experiences are structured using a hub and spoke model and students have practice experiences across all fields of nursing practice and across the lifespan. Student progress is monitored by the academic advisor. In practice learning students will receive feedback from their practice supervisors and practice assessors at specific stages as identified in the PAD. The assessment and feedback process indicate student's individual learning needs including specific practice placement learning opportunities, reasonable adjustments and support needs are identified.

Students are represented at programme boards of study and BUL committee meetings. Future cohorts of NA students will be represented on these boards and committees. Students tell us their feedback is listened to by BUL and has resulted in changes to their own programmes. There are details included in the student facing documentation of the ways NA students will provide feedback on their experiences in the academic setting, during module review sessions and for

practice learning through review meetings and the PAD.
<p>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: <u>Standards framework for nursing and midwifery education</u></p> <p><i>Met</i></p>
<p>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: <u>Standards for student supervision and assessment</u></p> <p><i>Met</i></p>
If not met, state reason
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p>

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

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

Met

R1.5 is met: There's a BUL regulation and guide for the recognition of prior learning (RPL). RPL is permitted up to 50 percent of the programme and for NMC registered nurses without restrictions on their practice to be accredited up to 60 percent of the proposed programme.

There's documentary evidence and the programme team confirm that RPL claims are capable of being mapped against programme outcomes and the Standards of proficiency for NA

RPL process details the roles and responsibilities of those involved in RPL decision making process. Information on RPL is available for prospective students and students tell us they know about RPL process and how to make RPL claims. The programme team say RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before applicants start the programme.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. Numeracy, literacy, digital and technological literacy is mapped against the Standards of proficiency for NA, programme learning outcomes and module descriptors. Admission criteria, the application and selection processes confirm applicants are required to successfully demonstrate literacy and numeracy skills to be able to meet programme outcomes. At interview candidates are required to complete a digital numeracy test and a written literacy test.

The PAD and OAR include requirements for students to demonstrate skills development in numeracy, literacy, digital and technological literacy.

The year one module, introducing skills for NA practice, includes a numeracy assessment with a pass mark of 60 percent and the year two module, enhancing skills for NA practice, includes a medication calculation assessment with a pass mark of 100 percent.

Students tell us they feel supported academically and in practice learning in

relation to developing proficiency in numeracy, literacy, digital and technological literacy. BUL have extensive academic support services for students who require additional support with numeracy, literacy and digital technology.

Proposed transfer of current students to the programme under review

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

N/A

There are no current pre-registration-nursing associate students to transfer.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. There are written agreements and commitment statements detailing intentions for BUL and employer PLPs to work in partnership and ensure sufficient appropriately qualified practice supervisors, practice assessors and academic assessors. They'll work together to provide support and practice-based assessment of skills and competencies for all students in all settings and guarantee protected learning time for NA students to meet NMC requirements. This is confirmed by the programme team and employer PLPs at the approval visit. There is evidence of strategic and development plans for both academic and practice settings, to facilitate a range of opportunities for IPL for students. The programme team tell us about IPL and simulation-based learning activities across college programmes including conferences and focussed days on safeguarding, learning disabilities, mental health and wellbeing, autism, aging and a death café (dealing with bereavement).

The clinical backgrounds of academic staff delivering the NA programme reflect

the four fields of nursing. Students tell us their theoretical and practice learning experiences are varied and provide experiences across the lifespan.

The programme reflects a generic curriculum and there's content related to the four fields of nursing practice which ensures NA students will have experiences related to these fields. Documentary evidence and the programme team confirm NA students will have a variety of practice experiences across the lifespan.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:

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

Met

R2.6 is met. The programme is designed to allow appropriate time for students to meet the programme outcomes and Standards of proficiency within 2300 programme hours. Practice learning and hours are recorded in the PAD by students and verified by the practice supervisor and practice assessor. Attendance in theory settings is recorded on classroom registers. Unmet theory and/or practice learning hours are retrieved through an individual plan of action agreed with the ARC administrator, academic assessor, programme leader and employer PLP. This plan identifies the number of hours to be retrieved over a specified time frame. The programme team are advised to consider defining, and including in the student facing documentation, the terms short, medium and long term student absences to assist decision making by BUL and employer PLPs about programme time retrieval. (Recommendation two) (SFNME R2.1, R2.5; SPRNAP R2.6)

NA students from another AEI which will share practice learning environments with BUL tell us their learning in practice helps them to meet programme learning outcomes and proficiencies and is preparing them to be registered NA.

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

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Met

R2.7 is met. There is a summary breakdown of theory and practice hours contained in the programme specification. This demonstrates an equal balance between theory and practice learning and is sufficient to allow students to meet the Standards of proficiency for NA.

There's a range of teaching and learning strategies used in the programme including online learning materials, seminars, group tutorials and feedback on draft programme work.

All modules include appropriate academic level aims, learning outcomes and module content. Module descriptors include learning outcomes and module content. There's documentary evidence student facing documentation tells them about programme structure, timetables and module descriptors.

BUL has identified key roles to support the student learning experience. There's an academic lead for practice experiences, a practice placement allocations officer and a practice placement administrator. The electronic ARC system is used for practice placement allocation and students have individual training and assessment plans. Protected learning time for students is monitored by the practice assessor and practice link tutor.

A hub and spoke model of practice placement allocations and recording each student journey through the ARC system provides students with a range of practice placement experiences across the lifespan

Each student keeps a written record of protected learning time and this is monitored and recorded on the ARC system.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing

associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and

meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe

and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

Met

R3.1 is met. The roles of practice supervisors, practice assessors, academic assessors and clinical education facilitators are defined in programme documentation. There's documentary evidence of how they'll support student learning and development in theory and practice learning settings. The programme team tell us of their plans for practice link tutors to visit NA students in practice learning settings on a weekly basis. Routine practice link tutor practice visits may take place with reducing frequency when NA students become more experienced and the NA programme becomes more established. The programme team are advised to consider the frequency of routine practice visits made by the practice link tutor to practice learning settings. (Recommendation three) (SFNME R3.6, R4.4 R3.6; SPRNAP R3.1)

The programme team tell us about the ways practice supervisors, practice assessors, academic assessors, clinical tutors and clinical education facilitators collaborate to ensure practice learning opportunities allow students to engage with a diverse range of people, across the life span. The PAD gives guidance to students and their practice supervisors and practice assessors. It contains practice assessment information and records student assessment and achievement. Documentary evidence and the approval process confirm sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for NA and deliver safe and effective care. Academic assessors and practice assessors are required to make objective decisions about student progression and assessment and work collaboratively.

There's a process and guide for students to raise and escalate concerns in practice environments. Students tell us they're aware of BUL and employer PLP processes for reporting and escalating concerns and actions taken if they do escalate issues.

Documentary evidence and discussion with BUL and employer PLPs confirms fitness to practise concerns about students are managed in partnership between them and these are jointly investigated.

The practice placement allocations officer will allocate student practice placements in partnership with employer PLPs and ensure a range of cross field practice experiences across the lifespan. This is recorded on the ARC system.

There's cross employer PLP co-operation in using the hub and spoke model of practice placement. Students will be placed in spoke placements in community and residential settings across employer PLP practice learning settings.

There is evidence of how the programme will ensure students experience the

variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

Met

R3.2 is met. The programme team and employer PLPs confirm there's sufficient variety and numbers of practice learning placements to support student learning to meeting the holistic needs of people of all ages. The programme team and employer PLPs tell us there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide assessment, monitoring and evaluation of students in practice. The OAR summarises overall student achievement, development and performance. Practice assessors record their decisions on student progress and proficiency in this document. The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The PAD provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. BUL and employer PLPs work together to ensure students receive a range of practice learning experiences with people of all ages to meet their holistic needs.

Practice placement areas are audited using the Pan-London audit tool. This is carried out jointly between BUL and employer PLPs and entered onto the ARC database. Information from the database is shared with other AElS who share practice placements with BUL. Action plans are implemented jointly between BUL and employer PLPs when required following audit. The programme team and employer PLPs tell us they can suspend a practice learning area if deemed necessary following an adverse CQC report. They tell us of their plans to relocate students if practice placement areas are suspended.

There's a PEAC attended by BUL, PLPs and employers to ensure development and management of capacity and learning environments is maintained. Student feedback on their practice experiences and findings from educational audits are presented and discussed at PEAC meetings.

There's an identified placement officer and administrator with responsibility for using the hub and spoke model of placement allocation and ensuring students receive a range of practice learning experiences with people of all ages and includes experiences in learning disabilities, mental health and child health settings. Students tell us they evaluate each practice learning experience and changes are made in response to their feedback. Students tell us they know how to raise and escalate concerns and details about this are detailed in student facing documentation.

There is evidence of plans for effective and proportionate use of technology

enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

Met

R3.3 is met. Technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. The programme team, students and service users tell us about the virtual learning environment (VLE), simulation-based learning and simulation facilities available to students. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us there's a range of manikins used to support student learning. Simulation experiences use academic staff and service users in role play.

The VLE which provides students with online resource including educational resources, activities and assessments. Students tell us technology enhanced learning is available to them in practice learning settings. The programme team and students tell us they use Blackboard learn (BBL). This is an interactive e-portfolio and learning tool including an online numeracy and medications learning resource, safeMedicate. Students say they're prepared to use this these during programme induction, theory-based learning and induction periods in practice learning. The programme team are advised to consider using small group online tutorials to replace some practice link tutor visits to practice learning settings and thereby offer opportunity for students to develop peer support networks. (Recommendation one) (SFNME R3.4, R3.6, SPRNAP R3.3, R4.1)

There's documentary evidence of mapping of numeracy, literacy, digital and technological literacy to the Standards of proficiency for NA, programme learning outcomes and programme modules. The PAD and OAR include a record of student proficiency in numeracy, literacy, digital and technological literacy.

OSCEs will be used to assess students and we are told service users will participate in these. The service user engagement plan confirms this.

Students will access formative assessment material through the VLE including assessment of numeracy skills.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

Met

R3.4 is met. BUL has extensive support services available to meet individual student learning needs. There's an equality and diversity policy which includes legislative requirements and is mapped in the programme specification. The

programme handbook provides guidance for students with disabilities. There are robust processes in place to take account of students' individual needs and personal circumstances with regard to reasonable adjustments and practice learning allocations. Individual support plans are provided for both academic and practice placement areas to enable consideration of reasonable adjustments. The PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs. Students are encouraged to disclose any disabilities at the start of the programme to ensure early support.

The programme team and employer PLPs confirm they take a collaborative approach to making reasonable adjustments. Reasonable adjustments for students are identified by employer PLPs employers through their occupational health departments and by BUL through student support services. Students tell us they're aware reasonable adjustments can be made if needed and know about policy and procedures to be followed. Consideration is given to student's personal circumstances by BUL and employer PLPs, including difficult social circumstances such as bereavement and responsibilities as a carer. Students provide examples of adjustments which are made in response to changes in their circumstances, including increased travel to their practice placement area.

Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Met

R3.5 is met. The programme team tell us and documentary evidence confirms BUL and employer PLPs and will implement option B for student protected learning time. The structure is set out in programme documentation and provides detail of the pattern, number of hours and percentage of the programme for protected learning time. Academic learning days and practice learning days are consistently set as the same day each week. This information is included in student facing documentation. The ARC database system provides a breakdown of hours spent in hub and spoke practice learning placements and days for academic study at BUL. The programme team and employer PLPs tell us

protected learning time is assured and students will have the required protected learning time. Protected learning time is included and discussed at practice assessor and practice supervisor preparation workshops and training events. There are protected learning time agreements between BUL and employer PLPs. These agreements include guarantees for requirements for protected learning time and how they will be met. When undertaking protected learning time students will wear distinctive coloured uniforms to distinguish them as students.

Programme structure confirms students are released for 20 percent of programme hours for academic study and 20 percent in external practice placements for protected learning time. The remaining programme hours are protected learning within the employer PLP setting.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates

R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R4.1 is met. There's documentary evidence of university academic regulations, moderation and external examiner processes. These ensure consistency and fairness in assessment processes.

We find effective partnership working between BUL and employer PLPs to provide student support, supervision, learning and assessment. Students receive support from the practice link tutor, academic assessor, clinical education facilitator, practice supervisor and practice assessor their learning and assessment in academic and practice settings.

There's partnership and joint working arrangements for sharing good practice via the placement support process which includes practice supervisor and practice assessor preparation workshops.

There's a strategy and process for auditing practice placements using the Pan-London audit tool. There's evidence of consistent and objective criteria for approving and monitoring practice placements. This includes scrutinising processes to ensure the availability of suitably qualified practice supervisors and practice assessors and monitoring action plans with AEs who share practice placement areas with BUL. Students tell us they're well supported by their practice supervisors and practice assessors.

Students tell us they know how to raise and escalate concerns. We find academic staff are experienced in delivering programmes in higher education settings and have relevant clinical backgrounds.

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

Met

R4.2 is met. Documentary evidence demonstrates a structured plan to implement the SSSA for the programme. Information about the SSSA is explicit in the programme specification and student facing documentation. The roles of the practice link tutor and clinical education facilitators in providing support for students in practice and their practice supervisors and practice assessors are

defined. Practice assessors and practice supervisors understand their role and role preparation process.

Future practice supervisors and practice assessors are being prepared for these roles by jointly run workshops from BUL and employer PLPs. These include allied health and social care professionals from the multi-disciplinary team who become practice supervisors. The PAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and assessment requirements which map to the Standards of proficiency for NA. Introductory guidance details the role responsibilities for practice supervisors and practice assessors. Practice assessors record their decisions on student assessment, progress and proficiency in the PAD. We find academic assessors are being prepared for their role by BUL which supports continued professional development of academic staff. Details of practice assessor and practice supervisor roles in supporting students in practice are included in the student facing documentation. There's evidence a different academic assessor is allocated in each stage of the programme.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

Yes

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

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

Met

R4.4 is met. We find there's a learning and teaching strategy which includes details of formative and summative assessment methods. The range of formative and summative assessment strategies are detailed in the programme specification, module descriptors and student facing documents. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings.

The PAD allows practice supervisors and practice assessors to provide feedback to each student in the practice learning setting and this includes a midpoint and end point review of progress during each practice placement. The PAD requires and documents feedback on their performance from service users/carers.

This is through a patient/service user/carer feedback form and is used as part of a range of ways for students to receive feedback from service users whose care they have participated in. Service users tell us they can feedback to students during classroom and simulated learning sessions.

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

Met

R4.5 is met. There's mapping of the curriculum and practice learning placements to ensure students undertaking the NA programme meet the Standards of proficiency for NA.

Assessment strategies detailed in the module descriptors and the programme specification indicate ways students are able to meet the Standards of proficiency for NA. There's documentary evidence of mapping of curriculum content with programme learning outcomes and Standards of proficiency for NA.

The PAD records student progress and learning in relation to the Standards of proficiency for NA.

The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on further development and on-going learning needs. The PAD provides templates for the students to record and reflect on any IPL undertaken with members of the multidisciplinary team.

Academic assessor responsibilities are defined in documentary evidence. Academic assessors will make objective decisions about student progression and assessment in partnership with practice supervisors and practice assessors across the stages of the programme

The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance. Practice supervisors record their decisions on progress and proficiency in this document.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.

Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

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

R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

Yes

Fall Back Award

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

N/A

There is no fall back exit award with eligibility to register as a NA.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

List additional documentation: ARC web systems guide, undated
If you stated no above, please provide the reason and mitigation
Additional comments:

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

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	Yes
If yes, state where visited/findings: Visits are made to Hillingdon Hospitals NHS Foundation Trust (HHFT) and Central North West London NHS Foundation Trust (CNWLFT). HHFT provides hospital based acute and specialist services in medical care, surgery, maternity, childcare, gynaecology and intensive care. CNWLFT provides acute care for adults and psychiatric intensive care units, child	

and adolescent mental health wards, community mental health services for people with learning disabilities or autism, community-based mental health services for adults, community-based mental health services for older people, forensic inpatient/secure wards, long stay/rehabilitation mental health wards for adults, mental health crisis services, specialist community mental health services for children and young people, substance misuse services, wards for older people with mental health problems, wards for people with learning disabilities of autism, community dental services, community health inpatient services, community health services for adults, community health services for children, young people and families, sexual health services and end of life care.

Both these employer PLPs are experienced in providing practice-based support to students undertaking NMC approved programmes from local AEs. We find practice-based learning staff in both Trusts either confirm they are prepared for their roles as practice supervisors and practice assessors through attendance at preparation workshops or are aware of the dates they are expected to attend a workshop. All practice learning staff express willingness to support BUL students during their practice placements. All practice and academic based staff understand the hub and spoke model of practice placements and the requirements for students to have a range of practice-based experiences. Staff report an effective working relationship with BUL. Employer PLPs tell us there's cross PLP co-operation in using the hub and spoke model of practice placement. Students will be placed in spoke placements in community and residential settings across employer PLP services. There are library facilities to support student learning in employer PLPs practice areas. Students tell us they're able to access the VLE when in practice learning areas.

NA students we met (in practice placement areas) from another AEI that shares practice learning environments with BUL tell us learning in practice helps them to meet programme learning outcomes and is adequately preparing them to become registered NA.

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

System Regulator Reports List Care quality commission (CQC) reports: CQC report the Hillingdon hospitals NHS Foundation Trust (HHFT), 24 July 2018; Central North West London NHS Foundation Trust (CNWLFT), 4 June 2019.
--

If you stated no to any of the above, please provide the reason and mitigation VLE is established and is in use for other BUL NMC approved programmes.

Additional comments:

Mott MacDonald Group Disclaimer
--

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	David Mudd Mary Rooke	Date	1 March 2020
Checked by	Monica Murphy	Date	27 April 2020
Submitted by	Lucy Percival	Date	30 April 2020
Approved by	Helen Shapcott	Date	1 May 2020