**Programme approval visit report**

## Section one

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| **Programme provider name:** | University College Birmingham |
| **Programme reviewed:** | Pre-registration nursing associate    ☐ <br><br> Nursing associate apprenticeship    ☒ |
| **Title of programme:** | Nursing Associate FdSc Apprenticeship |
| **Academic levels:** | |
| Pre-registration nursing associate | England <br> ☐ Level 5 |
| Nursing associate apprenticeship | England <br> ☒ Level 5 |
| **Date of approval visit:** | 10-11 January 2022 |
| **Programme start date:** <br><br>      Pre-registration nursing associate <br>      Nursing associate apprenticeship | <br><br> _____ <br> 9 May 2022 |
| **QA visitor(s):** | Registrant Visitor: Kudzai Mafuba <br> Lay Visitor: Sandra Stephenson |

| Summary of review and findings |
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University College Birmingham (UCB) is an approved education institution (AEI). The school of health, sport and food (SHSF) (the school) has submitted documentation to support the approval of a two-year pre-registration nursing associate (NA) apprenticeship programme. The programme leads to the award of a Foundation degree in Science (FdSc) NA apprenticeship. Apprentices will be eligible to register as a NA with the Nursing and Midwifery Council (NMC) on successful completion of the programme.

The proposed programme has been developed in accordance with the Standards for pre-registration NA programmes (SPNAP) (NMC, 2018) and the Standards of proficiency for NAs (SPNA) (NMC, 2018). The proposed award title is NA FdSc apprenticeship.

Documentation demonstrates that the proposed programme has been developed in response to local employer need and to support local people to enter nursing and health and social care roles. There are effective working relationships between UCB and employer partners (EPs). Partnership working with stakeholders including service users and carers (SUCs), EPs and students is evident in all aspects of the programme. There's evidence of a collaborative approach to address any adverse impact on practice learning and patient safety including Care Quality Commission (CQC) reports. It's clear that there's a collaborative working relationship between EPs and UCB. The proposed EPs demonstrate an exceptional partnership working approach and are committing to ensuring that apprentices have the opportunity to experience effective practice learning.

The programme is developed in partnership with Practice Plus Group (PPG), Cygnet Healthcare and University Hospitals Birmingham (UHB). Commitment statements, apprenticeship written agreements and provider placement agreements are in place. All EPs are represented at the visit and confirm their commitment to the programme. The programme team and EPs tell us that the proposed programme will provide additional resources for the local workforce to meet the health and social care needs of the local population.

Learning in practice is assessed using the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The NAPAD and OAR will be used electronically.

The programme, delivered at academic level five, has two intakes a year with a proposed total cohort of 60. Apprentices from UHB will commence the programme on 9 May 2022 with a proposed September 2022 intake for apprentices from PPG and Cygnet Healthcare.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

This visit is undertaken by remote means.

The programme is recommended to the NMC for approval subject to one NMC condition and one university condition.

Updated 1 February 2022:

UCB have submitted revised documentation to meet the NMC condition. UCB confirm that the university condition is met.

The conditions are met.

The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
|---|---|
| **Recommended outcome to the NMC:** | Programme is recommended to the NMC for approval ☐<br><br>Programme is recommended for approval subject to specific conditions being met ☒<br><br>Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**<br>None identified.<br>**Selection, admission and progression:**<br><br>None identified.<br>**Practice learning:**<br><br>Condition one: Provide accurate EP practice learning environment information. (SFNME R2.12; SSSA R1.1)<br>**Assessment, fitness for practice and award:** |

| | None identified.<br><br>**Education governance: management and quality assurance:**<br><br>Condition two: To clarify in the definitive documents, assessment weightings and forms of assessment as per UCB guidelines. (University condition) |
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| **Date condition(s) to be met:** | 1 February 2022 |
| **Recommendations to enhance the programme delivery:** | None identified. |
| **Focused areas for future monitoring:** | Resources to support both theory and practice learning.<br><br>Support for practice assessors and practice supervisors. |

| **Programme is recommended for approval subject to specific conditions being met** | |
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| **Commentary post review of evidence against conditions:**<br><br>A revised proforma details all the required programme specific EP practice learning environment information. Condition one is met.<br><br>A letter from the chair of the approval panel confirms that the university condition is met. | |
| **AEI Observations** | Observations have been made by the education institution    **YES** ☒     **NO** ☐ |
| **Summary of observations made, if applicable** | The start date amended from 6 May 2022 to 9 May 2022. |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval   ☒<br><br>Recommended to refuse approval of the programme   ☐ |
| **Date condition(s) met:** | 1 February 2022 |

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**Section three**

| NMC Programme standards |
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| Please refer to NMC standards reference points<br>_Standards for pre-registration nursing associate programmes_ (NMC, 2018)<br>_Standards of proficiency for nursing associates_ (NMC, 2018)<br>_Standards framework for nursing and midwifery education_ (NMC, 2018)<br>_Standards for student supervision and assessment_ (NMC, 2018)<br>_The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates_ (NMC, 2015 updated 2018)<br>_Quality assurance framework for nursing, midwifery and nursing associate education_ (NMC, 2020)<br>_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:**<br><br>_Standards framework for nursing and midwifery education_ (NMC, 2018)<br><br>**Standard 1: The learning culture:**<br>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders<br>R1.13 work with service providers to demonstrate and promote inter-professional learning and working<br><br>**Standard 2: Educational governance and quality:**<br>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<br>R2.4 comply with NMC _Standards for student supervision and assessment_<br>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<br>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection<br><br>**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

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## 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**.

There's evidence of effective partnership working between UCB and EPs. Documentary evidence and discussions at the visit confirm that a robust and exemplary partnership strategy is in place with EPs at all levels. EPs, the senior UCB staff and the programme team tell us that there are monthly clinical educator meetings, quality group meetings, nursing and midwifery strategic oversight meetings and allied health professions strategic meetings. The work of these groups evidences a mechanism for oversight and support for the SSSA and ensuring safe and effective practice learning environments. EPs and the programme team tell us that Health Education England (HEE) are funding a programme to develop and increase placement capacity. Signed statements of commitment confirm EP commitment to the NA programme, and further assurance is confirmed at the visit. There are memoranda of understanding between EPs and practice learning partners (PLPs) that facilitate external practice learning environments for apprentices. Proposed programme specific EP practice learning environments have been identified, however the information for some practice learning environments isn't fully detailed in Gateway three. (Condition one)

EPs, students and SUCs tell us that they take part in curriculum development events. There's a SUC strategy that supports SUC engagement with an identified academic staff who co-ordinates SUC involvement in programmes. Records of meetings between the programme team and SUCs evidence that there's SUC participation in the design and co-production of the programme.

UCB is a member of the Midlands, Yorkshire and east practice learning group (MYEPLG). Practice learning environments are educationally audited using an

audit profile shared by other AEIs in the region. Responsibility for undertaking educational audits is in collaboration between AEIs, EPs and PLPs in the Birmingham and Solihull (BSol) group. This education partnership group, which includes UCB, local AEIs, EPs and PLPs, ensures that the development and management of capacity in practice learning environments is maintained. Student nursing apprentices at the visit confirm that they provide feedback on practice learning experiences.

EPs confirm that they are responsible for organising practice learning placements. Documentation and senior UCB staff confirm that there's a placement team in place to support practice learning. They co-ordinate and maintain records of placement allocations and ensure that occupational health clearance and disclosure and enhanced barring service clearance are in place. Documentation, UCB and EPs confirm that there's shared responsibility for ensuring apprentices are fit to practise.

Documentation demonstrates that the service user collaborative group have been consulted and have worked with nursing apprentices and students to support the development of the NA programme. SUCs are involved in curriculum design, development, delivery and assessment. They confirm that they take part in the face-to-face teaching of apprentices. They participate in recruitment and selection, simulation-based learning activities, communication days and objective structured clinical examinations. The NAPAD facilitates SUC involvement in providing feedback for apprentices in practice learning environments. SUCs confirm their involvement and tell us that they feel listened to and are treated as valued and equal partners in programmes. They tell us that they are supported to receive training to prepare them for the role, including equality and diversity training. SUCs tell us that they're aware of the range of opportunities for future involvement in the proposed programme.

There's a joint approach involving all stakeholders in the recruitment, delivery, assessment and evaluation of the programme. EPs and SUCs tell us that they're prepared for recruitment and selection processes. Nursing apprentices and students tell us that they've experienced a robust values-based recruitment and selection process. The process will be followed for the proposed programme. All stakeholders involved in selection and interviews undertake equality and diversity compliance training.

Documentation details the roles and responsibilities of UCB, EPs, practice assessors, practice supervisors, academic assessors, personal tutors, link lecturers and apprentices. This includes the ways they'll work in partnership. Documentation and the visit demonstrate that there are sufficient appropriately qualified practice assessors and practice supervisors to support apprentices to meet the programme outcomes and proficiencies. Practice assessors, practice supervisors, academic assessors and clinical educators tell us that they're prepared to undertake their roles. Practice assessors and practice supervisors undertaking role preparation tell us that they access online training materials. The

programme team and EPs tell us that there are UCB link lecturers and EP clinical educators who engage with and provide support to practice assessors, practice supervisors and apprentices in practice learning environments.

Documentation details that UCB's nursing programmes have an annual programme review day attended by apprentices, students, SUCs, EPs, PLPs and the programme team. This includes feedback on student evaluations actions taken and what changes have been made. Apprentices and students tell us about how evaluations and feedback inform programme design and development. Apprentice facing documentation details how they provide feedback on learning experiences in academic and practice settings, during module review sessions, practice learning review meetings and in the NAPAD. Apprentice facing documentation details the processes for raising concerns in the practice learning environment and at UCB.

Documentary evidence confirms that UCB facilitates inter-professional learning (IPL) opportunities with other students across healthcare programmes. EPs ensure that apprentices have the opportunity to work with other professionals in the practice learning environment. EPs, apprentices and students confirm that IPL opportunities in academic and practice learning settings are available for future NA apprentices.

UCB and EPs effectively manage any apprentice fitness to practise and misconduct concerns. Documentation and discussions at the visit confirm that the fitness to practise process involves relevant EPs.

Student progress is monitored by the programme leader in collaboration with practice assessors, academic assessors and EP representatives. Apprentices receive feedback from practice assessors and practice supervisors at specific stages that are identified in the NAPAD. The assessment and feedback process indicates that individual learning needs, including specific practice placement learning opportunities, reasonable adjustments and support needs, are identified.

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 ☒

Proposed programme specific EP practice learning environments have been identified, however the information for some practice learning environments isn't fully detailed in Gateway three. (Condition one)

Condition one: Provide accurate EP practice learning environment information. (SFNME R2.12; SSSA R1.1)

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 ☒

Proposed programme specific EP practice learning environments have been identified, however the information for some practice learning environments isn't fully detailed in Gateway three. (Condition one)

Condition one: Provide accurate EP practice learning environment information. (SFNME R2.12; SSSA R1.1)

| **Post Event Review** |
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| **Identify how the condition(s) is met:** |

Condition one: A revised proforma details all the required programme specific EP practice learning environment information.

Condition one is now met.

Evidence:

Revised, practice learning environment proforma, undated

**Date condition(s) met:** 1 February 2022

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

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| **Student journey through the programme** |
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| **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. Recognition of prior learning (RPL) processes are in place. UCB and school RPL documentation clearly evidences that a maximum of up to 50 percent RPL is permitted. The 50 percent RPL restriction is not applicable to registered nurses. RPL processes require that module content and learning outcomes of any RPL claims are mapped to the relevant programme modules. There's a tool for mapping RPL to programme module learning outcomes and programme learning outcomes. Applicants access the RPL process online. Programme documentation clearly details how RPL processes and associated claims are reviewed by the programme leader and by an external examiner.

- 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. Numeracy, literacy and digital and technological literacy are mapped against the SPNA, programme learning outcomes and module descriptors. Admission criteria and the application and selection processes confirm that applicants are required to successfully demonstrate literacy and numeracy skills to be able to meet the programme outcomes. At interview, candidates are required to complete a digital numeracy test and a written literacy test.

'Digital innovation for creativity in education' supports apprentice e-learning. Documentation and discussions at the visit confirm that guidance, inductions, workshops and technical support are provided to support students with technology, including electronic platforms Canvas, the virtual learning environment (VLE), and PebblePad. Apprentices receive training to use the electronic NAPAD and OAR and specialist simulation equipment including virtual reality headsets. The NAPAD includes the requirements for apprentices to demonstrate skills development in numeracy, literacy, digital and technological literacy. The development of proficiency in numeracy, literacy, digital and technological literacy are recorded in the NAPAD. There's a numeracy assessment that includes medication calculation which requires a pass mark of 100 percent at each programme progression point.

Apprentices and students tell us that they feel supported academically and in practice learning environments to develop proficiency in numeracy, literacy, digital and technological literacy. UCB have student support services providing extensive academic support services for those who require additional support with numeracy, literacy and digital technology.

Documentary evidence clearly identifies that the programme supports apprentices to develop these skills. For example, numeracy skills are developed through an online medications package, SafeMedicate, and are assessed using an online medicines calculation examination. The programme assessment strategy includes a range of methods to ensure that the assessment of academic ability is related to these skills. The development of numeracy, digital and technological literacy skills are facilitated through engagement in the use of online learning resources, reflections through PebblePad and electronic assessments. Simulation sessions provide the opportunity for learning using patient simulators. Library support is provided to enable apprentices to undertake effective searches and access library resources. Apprentices and students at the visit confirm that they are well supported in developing their academic skills including literacy, numeracy and digital technologies, and have regular meetings with personal tutors to address any learning concerns.

| Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met      **YES** ☒     **NO** ☐ |
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**Outcome**

| **Is the standard met?** | **MET** ☒ | **NOT MET** ☐ |
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**Date:** 11 January 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 | | |

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## 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

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

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- 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 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** ☒     **NOT MET** ☐

R2.4 is met. Documentary evidence demonstrates that the programme design and delivery is non-field specific. Module specifications and learning outcomes support learning across the lifespan and are relevant to a wide range of settings. The programme reflects a generic curriculum and there's content related to the four fields of nursing practice, which ensures that apprentices have experiences related to these fields. Documentary evidence, the programme team and EPs confirm that apprentices have a variety of practice learning experiences across the lifespan.

The programme plan demonstrates that apprentices have practice learning experiences in all fields of nursing. The programme handbook and module specifications confirm that apprentices are informed of the lifespan and non-field specific approach. EPs provide assurance that there are a wide range of practice learning environments with opportunities for spoke learning experiences. There are practice learning opportunities in a variety of settings including acute care, palliative care, children, learning disabilities, adolescents, mental health, surgical and with older people. Practice module documents evidence the use of virtual reality, practical scenarios and simulation to support learning across all the fields of nursing. These support the development of communication, risk assessments, patient assessment methods and medicines management skills.

Discussion with nursing students and UHB NA apprentices from a local AEI in the practice learning environment confirm that practice learning includes experiences

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of care of adults, children, people with mental health conditions and people with learning disabilities. EPs tell us that they collaborate with a range of PLPs to provide a range of external practice learning environments for apprentices that complement opportunities available in their own organisations. There's evidence that placement allocation is planned in advance. UCB and EPs have effective contingency plans in place should a placement reallocation be needed.

**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)

<div align="right">

**YES** ☒     **NO** ☐
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**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)

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**MET** ☒     **NOT MET** ☐
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R2.6 is met. Documentation and discussions at the visit confirm that the proposed programme is designed to allow appropriate time for students to meet the programme outcomes and the SPNA within 2430 programme hours. The programme time incorporates 90 hours of theory, practice or re-assessments. Practice learning hours are recorded electronically on an arc placement communication portal (ARC) and verified by practice assessors and practice supervisors. Theory attendance is recorded on electronic classroom registers. Unmet theory or practice learning hours are retrieved through an individual action plan agreed with the programme leader and EPs.

The programme plan clearly illustrates theory and practice learning time. The programme team confirm how theory and practice learning hours are organised. The programme team and EPs confirm that apprentices spend one day a week in theory learning, one day in an external placement and three days in their employment base during learning weeks.

During the practice learning environment visit alumni of the HEE trainee NA programme, representatives from a local AEI tell us that learning in practice has prepared them to meet programme learning outcomes and proficiencies and prepared them for the registered NA role.

- 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. Documentary evidence and discussions at the visit confirm that the programme structure has an equal balance of theory and practice learning. A wide range of learning and teaching strategies are detailed in the programme specification, module specifications and teaching, learning and assessment strategy. Lectures, seminars, skills sessions, workbooks and online resources are used to support learning. Indicative content and learning outcomes for each part of the programme are detailed in the apprentice handbook and module specifications.

All modules include appropriate aims, learning outcomes and content. Module specifications include learning outcomes and content. Documentation including apprentice facing programme documents details module specifications, programme structure and timetables.

There's a mapping document that outlines how the SPNA and skills are met in the NAPAD. The mapping document demonstrates that the SPNA will be met on successful completion of the programme.

There will be opportunities for apprentices from the different cohorts to learn together to enable a sharing of experiences and to learn from each other, in both theory and practice learning.

EPs and UCB work collaboratively to organise both internal and external practice learning environments. The UCB placements team co-ordinate and maintain electronic records of placement allocations. Apprentice protected learning time is monitored by EPs in collaboration with practice assessors, academic assessors and the placements team. This is recorded on the ARC system. During the practice learning environment visit, NA apprentice representatives from a local AEI confirm that they're required maintain a record of protected learning time electronically on ARC.

**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

| | | | |
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| 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:** 11 January 2022 | | | |

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

| **Standard 3: Practice learning** |
|---|
| **Approved education institutions, together with practice learning partners, must:** <br> 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 <br> R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages <br> R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment <br> 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 <br> R3.5 ensure that nursing associate students have protected learning time in line with one of these two options: |

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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 programme team tell us about the ways practice assessors, practice supervisors, academic assessors and clinical educators collaborate with each other to ensure practice learning opportunities allow apprentices to engage with and learn from a diverse range of people across the life span. The NAPAD provides guidance for apprentices, practice assessors and practice supervisors. It contains practice assessment information and records apprentice assessment and achievement. EPs, practice assessors and practice supervisors tell us that they're familiar with the electronic NAPAD and understand the programme outcomes and the requirements of the SPNA.

Documentary evidence at the visit confirms that there are sufficient practice learning opportunities to allow apprentices to develop and meet the SPNA and to deliver safe and effective care. Practice assessors and academic assessors are required to work collaboratively in order to make objective decisions about progression and assessment.

There's a process and guide for apprentices to raise and escalate concerns in practice environments. Documentation and discussions at the visit confirm that there are robust processes for apprentices to raise and escalate any practice learning concerns. UHB NA apprentices from a local AEI and UCB nursing students tell us that they're aware of the UCB and EP processes for reporting and escalating concerns, and the actions taken if they do escalate issues. Documentary evidence and discussions at the visit confirm that any fitness to practise concerns about apprentices are managed in partnership by UCB and EPs.

The programme team and students tell us that academic learning is organised to support and prepare them for practice learning.

- 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. Documentation demonstrates that there's effective partnership working between UCB and EPs to ensure apprentices experience a variety of practice learning experiences to meet the holistic needs of people of all ages. EPs tell us that they support nursing and NA apprentices from UCB and other AEIs across the region. They confirm that they review student practice learning evaluations and take appropriate action if needed. There's a fitness to practise procedure in place evidencing a joint approach to investigating any fitness to practise concerns. Documentary evidence and discussions at the visit confirm that BSol regional documentation will be used to undertake joint educational audits on a two-yearly basis. There are monthly practice-based learning meetings to oversee and report on any practice learning issues. The programme lead, in collaboration with EPs, has responsibility for ensuring the ongoing quality of practice learning environments.

The programme team and EPs confirm that there are sufficient variety and numbers of practice learning environments to support apprentices to meet the holistic needs of people of all ages. The programme team and EPs tell us that there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide supervision and assessment and to monitor and evaluate practice learning. The OAR summarises overall achievement, development and performance. Practice assessors record decisions on progression towards proficiency in the OAR. Apprentices reflect on progress and performance in the NAPAD. They can record action plans which enable them to focus on any further development and ongoing learning needs. The NAPAD includes templates for apprentices to record and reflect on learning undertaken with the multidisciplinary team, and for self-evaluation and reflection on practice learning experiences.

Documentation and discussions at the visit provide assurance that a range of mechanisms ensure the quality of practice learning environments is monitored. This includes an apprentice evaluation and educational audit. A partnership structure is in place for monthly monitoring and reporting of any changes to placement capacity, apprentice, practice assessor and practice supervisor feedback and concerns. Documentation details, and the programme team describe, examples of immediate action taken in response to CQC reporting.

EPs and the UCB placement team have collaborative responsibility for placement allocations and ensuring apprentices receive a range of practice learning experiences with people of all ages and includes experiences in learning disabilities, mental health and child health settings. NA apprentices from a local AEI and UCB nursing students tell us that they evaluate each practice learning experience and, if required, changes are made in response to their feedback. The programme team tell us that this process will continue in the proposed programme. Nursing apprentices and students tell us they know how to raise and escalate concerns and details are included in apprentice and student facing documentation.

The NA apprentices at the practice learning environment visit describe how EPs and AEIs who are part of BSoL facilitate learning in different contexts. They tell us that they receive information about allocations at least six weeks before they attend placement. They describe how additional practice learning environments provide a contrast to normal work environments and enable further experiences of delivering care across the lifespan. Documentation and discussions at the visit demonstrate that the apprentice experience of delivering care across the lifespan is discussed at quarterly tripartite meetings. Tripartite meetings involve discussions with practice assessors or practice supervisors, academic assessors and apprentices.

- 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. Programme documentation demonstrates an effective and proportionate use of technology enhanced and simulation-based learning. Simulation-based learning is used to support preparation for practice learning. A review of EP simulation facilities at the visit confirms how apprentices will be further supported to develop skills in the practice learning environment. UCB and EP technology enhanced and simulation-based learning opportunities include for example the Oxford medical simulation virtual reality equipment, clinicalskills.net, Ad Instruments Lt nursing case study videos, simulation mannequins, high fidelity simulation suites and audio-visual recording equipment. The real-life situational experiences provide apprentices with opportunities to practise clinical and decision-making skills in a safe environment without compromising patient safety.

Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. NA apprentices from a local AEI and UCB nursing students tell us that there's a range of mannequins used to support learning through simulation. SUCs tell us that they participate in simulated learning and that this is used to teach communication and observation skills. Simulation-based case studies reflect the four fields of nursing.

The VLE provides apprentices with educational resources, activities and assessments. The programme team and students at the approval visit, and NA apprentices at the practice visit, tell us that they have access to online learning resources, including Canvas, safeMedicate, Elsevier Clinical Skills, e-books and online journals. Senior staff tell us that they've committed resources to further develop UCB's information technology (IT) infrastructure.

UCB resources include teaching rooms, lecture theatres, private study rooms, computer suites and a library with subject specific librarians. There are resources that provide IT support to apprentices and academic staff. Apprentices will have library induction sessions and additional drop-in sessions will be provided. The UCB library provides a wide range of e-books, online journals and physical core textbooks. The library supports those who require reasonable adjustments. EPs, students and the programme team confirm that there's access to EP libraries whilst apprentices are in the practice learning environment.

- 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. Documentary evidence demonstrates that any individual needs are identified on entry to the programme. The disability support section on the UCB website provides information about reasonable adjustments at UCB and in the practice learning environment. The reasonable adjustments and special considerations for the practice learning environments process and guidance, education partnership agreements and the NAPAD provide apprentices with detailed information on how they can access support if required.

The programme handbook signposts apprentices to support services. There are processes for supporting them with disabilities and they can self-refer or be referred by personal tutors or the programme leader for additional support. Apprentices requiring reasonable adjustments will have an education healthcare or a disability support plan.

NA apprentices and nursing students at the practice visit confirm that EPs and AEIs have policies and processes in place that describe how individual needs and personal circumstances are taken into account in the organisation of practice learning. EPs have occupational health responsibility for apprentices. The programme team and EPs tell us that they respond collaboratively to

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recommendations for reasonable adjustments identified through occupational health assessments.

Apprentices are provided with opportunities to disclose disabilities that may impact on theory or practice learning during the application and selection process and at any point during the programme. The reasonable adjustments and special considerations for placements process and guidance provide clarity for practice assessors and practice supervisors on how to escalate any concerns about individual needs or disability.

EPs tell us about how reasonable adjustments are actioned. NA apprentices and nursing students at the practice visit confirm that personal circumstances are considered when placements are allocated. They're aware of how to access support from EP and AEI clinical education facilitators and apprenticeship teams across all practice learning environments.

- 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 learning environments, 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. The programme plan demonstrates that the model of practice learning for apprentices is work-based learning option B. Academic study time is outlined in the programme plan and demonstrates that apprentices are released for a minimum of 20 percent of the programme for academic study. External practice placement hours meet the minimum requirement of 20 percent of the programme time for protected learning time in external practice learning placements. The service level agreement between UCB and EPs clearly sets out the commitment to protected learning time and how this is achieved. EPs confirm their commitment to facilitate protected learning time. Apprentice facing and practice documentation is explicit on the requirement for protected learning time.

Documentary evidence and the visit confirms that there's consistent information and practices to ensure apprentices have protected learning time during EP and external practice learning 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:** 11 January 2022 | | |

| **Post event review** | | |
|---|---|---|
| **Identify how the condition(s) is met:**<br><br>N/A | | |
| **Date condition(s) met:**<br><br>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)

<div align="center">

**MET** ☒      **NOT MET** ☐

</div>

R4.1 is met. Documentation and discussions at the visit confirm that processes are in place to ensure that apprentices are supported, supervised, taught and assessed in practice learning environments. UCB academic staff undertake academic assessor and link lecturer roles overseen by the programme leader. Practice assessor, practice supervisor and academic assessor roles and responsibilities are detailed in the 'supporting learners in practice' guidance.

UCB and EPs confirm that there are regular workshops and events to prepare practice assessors and practice supervisors. EPs tell us that, where there is a deficit of suitably trained practice assessors or practice supervisors, additional training will be provided. They confirm that arrangements to ensure adequate support, supervision, learning and assessment to comply with the SFNME are in place. Documentation and discussions at the visit confirm that the preparation for practice assessors, practice supervisors and academic assessors ensures that they can respond to individual learning needs and provide supportive and objective supervision and assessment. Practice assessors, practice supervisors and academic assessors confirm that they're supported to undertake their roles and to deal with concerns and complaints about public protection and apprentice performance.

There's assurance that apprentices are allocated to different academic assessors for each part of the programme.

Documentation and discussions at the visit demonstrate that apprentices are allocated to nominated practice assessors, practice supervisors and academic assessors. NA apprentices and nursing students at the practice visit, and students at the approval visit, tell us that they are supported by practice assessors, practice supervisors and academic assessors according to their learning needs and personal circumstances. They also tell us that practice assessors, practice supervisors and academic assessors make reasonable adjustments for them if required.

Practice assessors, practice supervisors and NA apprentices from a local AEI confirm that they record regular feedback on progress in the NAPAD. The NA apprentice representatives and UCB nursing apprentices and students at the visit tell us that they are supported to reflect on practice learning and on how any health and wellbeing issues may affect learning. Documentation and discussions at the visit demonstrate that initial, midpoint and final tripartite meetings include apprentices, practice assessors, practice supervisors and academic assessors. The meetings ensure individual support needs and any additional learning needs are considered.

Documentation and discussions at the visit demonstrate that apprentices have opportunities to feedback to practice assessors and practice supervisors through ARC. Practice assessors and practice supervisors confirm that they use feedback to enhance the effectiveness of teaching, supervision and assessment. The NAPAD clearly details that practice assessors coordinate feedback from practice supervisors to confirm achievement of the SPNA that's verified by academic assessors.

- 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. Documentary evidence and discussions at the visit demonstrate that practice assessors, practice supervisors and academic assessors are in place to support the programme. Documentation and discussions at the visit confirm that the SSSA is effectively managed and implemented in practice learning environments.

Documentary evidence confirms that practice assessors, practice supervisors and academic assessors support apprentice learning and development in theory and practice learning environments. Practice assessors and practice supervisors are invited to SSSA preparation training. There are training resources for new practice assessors and practice supervisors. There's a regional approach to SSSA preparation in partnership with MYEPLG with shared resources.

UCB and EPs tell us that there's an ongoing programme of practice supervisor, practice assessor and academic assessor updates to ensure that there will be sufficient practice assessors and practice supervisors to meet future NA student numbers. Information about the structure and content of the NA programme is incorporated into preparation sessions for practice assessors, practice supervisors and academic assessors.

The educational audit of practice placement areas is conducted on a two-yearly basis to monitor the quality of the practice learning environment and student support. UCB and EPs tell us that interim reviews of the educational suitability of a practice learning environment may become necessary in response to actions arising from adverse CQC reports or other intelligence. The educational audit identifies practice assessor, practice supervisor and the student capacity for each placement. This ensures that apprentices are placed in clinical areas with adequate support. Academic assessors monitor the suitability of practice learning environments.

Documentation and discussions at the visit confirm that the NAPAD assessment guidance and practice learning handbook for practice assessors, practice supervisors and for academic assessors set out clear processes. Practice assessors, students and academic assessors work together to ensure the proficiencies have been met. Assessments are monitored internally, and standards monitored through the external examiner.

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**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. There's evidence that the learning and teaching strategy includes details of formative and summative assessment methods. The range of formative and summative assessment strategies is detailed in the programme specification, module specifications and apprentice facing documents. Nursing apprentices and students tell us that they receive timely feedback which supports their future learning and development in academic and practice settings.

Apprentice feedback in the practice learning environment is evident in the NAPAD and OAR. The code of practice module assessment and feedback document demonstrates that timely formative feedback is provided, and summative feedback is provided within 20 working days following submission of academic work. The programme team tell us that formative assessments are used to prepare for summative assessments.

SUC feedback is provided through the NAPAD in each practice learning environment. All programme learning outcomes are summatively assessed.

- 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. There's appropriate mapping of curriculum and practice learning to ensure the SPNA is met. Documentary evidence confirms that all modules in the proposed programme are mandatory. Compensation for summative assessments across theory and practice learning isn't permitted.

The NAPAD records progress and learning in relation to the SPNA. The NAPAD includes sections for students to provide reflections on their progress and performance with action plans which enable them to focus on further development and ongoing learning needs. The OAR summarises overall achievements and provides a comprehensive record of development and overall performance. Practice assessors and practice supervisors record decisions on progress and proficiency on the NAPAD. Practice assessors and academic assessors make objective decisions about progression and assessment in partnership with practice supervisors across the stages of the programme. This is documented in the NAPAD and reviewed at tripartite meetings.

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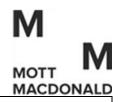
*Standards framework for nursing and midwifery education specifically R2.11, R2.20*

| 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 leading to NMC 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:** 11 January 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

## Section four

### 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: The proposed programme is an apprenticeship route only. | | |
| List additional documentation: Post visit documentation: Revised, practice learning environment proforma, undated Letter from the chair confirming that the university condition is met, 27 January 2022 | | |
| 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: Batchelor of Science with Honours (BSc (Hons)) nursing adult, second year, September 2020 x four BSc (Hons) nursing adult, first year, September 2021 x one BSc (Hons) nursing adult (apprenticeship), first year, September 2021 x four | | |
| Service users and carers | ☒ | ☐ |
| If you stated no to any of the above, please provide the reason and mitigation: The proposed programme is an apprenticeship route only. | | |

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: Photographs of practice learning environment areas demonstrating the location and nature of placements<br>Video links to practice learning environments<br>Video tour and photographs of simulation and skills facilities<br>Screenshots of virtual learning environments and resources<br>Video tour and photographs of library facilities<br>Video tour and photographs of teaching facilities | | |
| System regulator reports reviewed for practice learning partners | ☒ | ☐ |
| System regulator reports list:<br>Birmingham and Solihull Mental Health NHS Foundation Trust, CQC inspection report, 5 April 2019<br>Good Hope Hospital, Heart of England NHS Foundation Trust, CQC inspection report, 1 August 2017<br>Mary Seacole House, CQC inspection report, 3 January 2017<br>Solihull Hospital, Heart of England NHS Foundation Trust, CQC inspection report, 1 August 2017<br>University Hospitals Birmingham NHS Foundation Trust, CQC inspection report, 8 October 2021 | | |
| If you stated no to any of the above, please provide the reason and mitigation: | | |
| Additional comments:<br>None identified. | | |

**Issue record**

**Final Report**

| Author(s): | Kudzai Mafuba<br>Sandra Stephenson | Date: | 19 January 2022 |
|---|---|---|---|
| Checked by: | Bernadette Martin | Date: | 24 January 2022 |
| Submitted by: | Amy Young | Date: | 16 February 2022 |
| Approved by: | Leeann Greer | Date: | 17 February 2022 |