

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Canterbury Christ Church University				
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Kent and Medway NHS and Social Care Partnership Trust</p> <p>Medway NHS Foundation Trust</p> <p>Kent Community Health NHS Foundation Trust</p> <p>Maidstone and Tunbridge Wells NHS Trust</p> <p>East Kent Hospitals University NHS Foundation Trust</p> <p>Dartford and Gravesham NHS Trust</p> <p>Maidstone and Tunbridge Wells NHS Trust</p> <p>Private, voluntary and independent health care providers</p>				
<b>Programme reviewed:</b>	<p>Pre-registration nursing associate <input checked="" type="checkbox"/></p> <p>Nursing associate apprenticeship <input checked="" type="checkbox"/></p>				
<b>Title of programme:</b>	<p>Foundation Degree Nursing Associate</p> <p>Foundation Degree Nursing Associate (Higher Apprenticeship)</p>				
<b>Date of approval visit:</b>	11 June 2019				
<b>Programme start date:</b>	<table border="1"> <tr> <td>Pre-registration nursing associate</td> <td>9 September 2019</td> </tr> <tr> <td>Nursing associate apprenticeship</td> <td>9 September 2019</td> </tr> </table>	Pre-registration nursing associate	9 September 2019	Nursing associate apprenticeship	9 September 2019
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<b>Academic level:</b>	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6
<b>QA visitor(s):</b>	Registrant Visitor: Angela Hudson Lay Visitor: Philip Stephenson

**Section two**

**Summary of review and findings**

Canterbury Christ Church University (CCCU) presented a two year full-time undergraduate pre-registration nursing associate programme for approval against the Nursing and Midwifery Council Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018), and standards of proficiency for nursing associates (SPNAP) (NMC 2018). The foundation degree (FD) nursing associate programme has two routes; a full-time, two-year direct entry route, and a full-time two-year apprenticeship route. The difference between the two routes are in placement learning where apprenticeship route students have protected learning time and a placement pattern of one day per week over 45 weeks of the year. The direct entry route students are supernumerary throughout the programme and undertake placement learning in three six-week blocks equivalent to 18 weeks per year.

CCCU has provided a nursing associate programme based on Health Education England (HEE) curriculum since 2017.

The programme documentation and approval process confirm evidence of partnership working between the approved education institution (AEI) and practice learning partners (PLPs). The programme presented for approval is developed in partnership with the following nursing associate apprentice employers: East Kent Hospitals University Foundation Trust; Maidstone and Tunbridge Wells NHS Trust; Kent & Medway NHS Social Care Partnership; Pilgrims Hospice; Hospice in the Weald; Kent Institute of Medicine and Surgery (KIMS hospital) Maidstone; Kent County Council; Medway Community Healthcare; Medway Foundation NHS Trust, Heart of Kent Hospice, and West Kent Clinical Commissioning Group.

Key features of the programme include CCCU contribution to the development of the all England practice assessment document for nursing associates (PAD) and ongoing achievement record (OAR) for nursing associates. The pan London practice assessment document (PLPAD) has been adapted to become the England PAD for nursing associate programmes for the assessment of practice. This assessment tool has been developed following extensive stakeholder consultation, by the pan London group of universities which includes CCCU.

The evidence reviewed and the approval visit confirm that the standards for student supervision and assessment are met (SSSA) (NMC, 2018).

The evidence reviewed and the approval visit confirms that arrangements at programme level do not meet the NMC Standards framework for nursing and midwifery education (SFNME). The university set two conditions related specifically to apprenticeship requirements.

The programme is recommended to the NMC for approval with three NMC conditions and two university conditions. One NMC recommendation is made.

29 July 2019

Evidence was provided to meet the three conditions. The Standards framework for nursing and midwifery education is met at programme level. The Standards for pre-registration

nursing associate programmes are met.

Recommended outcome of the approval panel	
<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>Condition one: The AEI in partnership with practice learning partners must confirm students on the apprenticeship route have protected learning time for the required 2300 programme hours. (SPNAP R3.5)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice. (SPNAP R 2.1, R 2.7; SFNME R5.3, R5.15)</p> <p>Condition three: The AEI must ensure the assessment strategy incorporates a wider range of authentic and creative assessment. (SFNME R5.8; SPNAP R4.8)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: Ensure that the two programmes have different learning outcomes to reflect the end point assessment (EPA) requirement. (university condition)</p> <p>Condition five: Ensure that outward facing documentation is clear and transparent for the FD nursing associate direct entry and the FD nursing associate apprenticeship. (university condition)</p>

<b>Date condition(s) to be met:</b>	29 July 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The AEI should consider that students are not overburdened by extra requirements to the programme specified by PLP's. (SFNME R 5.7)
<b>Focused areas for future monitoring:</b>	Implementation of protected learning time. Monitor whether the extra requirements added to the programme have overburdened students. Allocation and workload of academic assessors

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

The AEI provided statements of commitment from 11 PLPs confirming that protected learning time for students on the apprenticeship route for nursing associates is assured. Condition one is now met.

The AEI provided a revised programme structure demonstrating equal balance of theory and practice. Condition two is now met.

The AEI have reviewed the assessment strategy for the programme and have changed one module assessment. Assessments in year one are shared with the BSc (Hons) pre-registration nursing adult and mental health programmes and have already been approved, however the team have made explicit in the nursing associate programme documentation the variety of written assessments used. Condition three is now met.

Programme learning outcomes have been amended to reflect the requirement for completing an EPA for students on the apprenticeship route. Condition four is now met

Programme documentation has been amended to make clear the differences between the direct entry and apprenticeship routes. Condition five is now met

The Standards framework for nursing and midwifery education is now met. The Standards for pre-registration nursing associate programmes are now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The AEI commented on the list of apprenticeship employers, this has been amended. Title of university corrected in one section from Canterbury Christchurch University to Canterbury Christ Church University. Two grammatical errors were highlighted and corrected.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	29 July 2019

**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
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p>

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.**

Documentary analysis and discussion at the approval event provides evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust at strategic levels for the delivery of the nursing associate (NA) programme. Lines of communication and accountability for the quality assurance, development and delivery and evaluation of the NA programme are established through placement contract meetings and operational quality meetings held regularly throughout the year.

PLPs from across the region were invited to participate and contribute to curriculum development meetings for the NA programme. This is evidenced in documented engagement events. PLPs told us they have contributed to the design of the programme, the placement structure and content. PLPs confirmed at the approval event that organisation policies have been amended to permit students to undertake procedures such as medicine administration and enteral feeding.

Partnership working at operational level needs strengthening. Employers of NA apprentices told us that they asked the AEI for additional content to be added to the NA programme. Operational partnership meetings do not provide evidence of this request. The AEI have responded to this request resulting in a programme with extra hours included that may overburden students. PLPs told us they were not aware of the requirement for protected learning time throughout the duration of the

programme.

The university and PLPs have documented clear processes to enable them to respond quickly to any concerns if standards of care or students' practice learning are considered at risk.

There is a service user strategy and implementation plan including a good practice guide for effective service user and carer involvement (SUC). The faculty has a service user and carer sub-committee which meets regularly throughout the year. Central to its work is the development of structures and systems to embed and take forward SUC involvement across the faculty.

Documentary analysis evidences SUC are involved in curriculum design, recruitment and selection, teaching, learning and assessment, and development of evaluation activities. Service users told us they attended design and development meetings and have reviewed draft programme documentation. Their feedback is reflected in the development of interpersonal skills in the programme.

SUC told us they feel supported by the university and are proud of their impact on the student journey and positive feedback from students. SUC are involved in recruitment and selection processes. Scenarios used in the multiple mini interview stations are designed by SUC. Equality and diversity, and unconscious bias training is provided to SUC by the recruitment lead prior to first recruitment and selection activity. A regular training programme is being developed by the University's equality and diversity lead for all service users and volunteers.

Students told us that their feedback has contributed to some changes in the NA programme. Students gave us an example of how their feedback has been acted upon. Feedback about the anatomy and physiology teaching had been listened to and changes made to the teaching delivery. Some students at the approval event were involved with programme design for the new programme.

Students told us they evaluated each module and practice learning placement. Evaluations are analysed and shared with students at student and staff liaison forums. Students told us they felt supported at the university. Students told us that they enjoyed the external placements and felt they learnt a lot. They had protected learning time whilst on an external placement. Students reported a mixed approach to protected learning time in their base placement or workplace. Opportunities for learning were not always supported and students told us they often had to undertake learning opportunities and experiences in their own time.

Programme documentation and the approval process confirm evidence of effective partnership working between the AEI and service users and carers and students. PLP partnerships are effective at strategic level but need strengthening at operational level.

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 and,

**MET**  **NOT MET**

Partnership working with PLPs at operational level needs strengthening. PLPs were not aware of the requirement for protected learning time throughout the duration of the programme. A condition was set for the AEI in partnership with practice learning partners to confirm students on the apprenticeship route have protected learning time for the required 2300 programme hours. (Condition one) (SPNAP R3.5) Employers of NA apprentices have requested additional content to the NA programme which has increased the programme hours from 2300 to 3300. A recommendation was made for the AEI to consider that the students are not overburdened by these extra requirements to the programme specified by PLPs. Recommendation one: The AEI should consider that students are not overburdened by extra requirements to the programme specified by PLPs. (SPNME R 5.7)

Gateway 2: Standards for student supervision and assessment

**MET**  **NOT MET**

**If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome**

The AEI does not work effectively with PLPs at an operational level. Some PLPs told us they were not aware of the requirement for protected learning time throughout the duration of the programme. This puts students at risk of not being properly supervised or supported to learn.

Condition one: The AEI in partnership with practice learning partners must confirm students on the apprenticeship route have protected learning time for the required 2300 programme hours. (SPNAP R3.5)

**Post Event Review**

**Identify how the condition is met:**

The AEI provided documentation from employers of nursing associate apprentices confirming that protected learning time for students on the apprenticeship route for nursing associates is assured.

Condition one is met.

Post event documents to support conditions are met:

Confirmation of protected learning time from employer partners July 2019  
 Monitoring of FDNA programme hours July 2019  
 Overview of programme hours for apprenticeship July 2019  
 Response from employers regarding programme hours and protected learning time July 2019  
 Statement of commitment FDNA Heart of Kent Hospice July 2019  
 Statement of commitment FDNA West Kent CCG July 2019  
 Statement of commitment FDNA Pilgrims hospice July 2019  
 Statement of commitment FDNA KIMS hospital July 2019  
 Statement of commitment FDNA Medway NHS foundation trust July 2019  
 Statement of commitment FDNA Medway Community Healthcare July 2019  
 Statement of commitment FDNA East Kent Hospitals University NHS foundation trust July 2019  
 Statement of commitment FDNA Kent and Medway NHS and social care partnership July 2019  
 Statement of commitment FDNA Hospice in the Weald July 2019  
 Statement of commitment FDNA Heart of Kent hospice July 2019  
 Statement of commitment FDNA Maidstone and Tunbridge Wells NHS trust July 2019  
 West Kent Partnership Agreement for the implementation of the nursing associate apprenticeship programme July 2019

**Date condition(s) met:** 29 July 2019

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

The AEI provided statements of commitment from eleven employers confirming that protected learning time for students on the apprenticeship route for nursing associates is assured. Condition one is now met. The Standards for pre-registration nursing associate programmes (SPNAP R3.5) are now met.

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

**Proposed transfer of current students to the programme under review**

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

**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 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**  **NOT MET**

R1.5 is met. Recognition of prior learning (RPL) processes is outlined in the AEI regulation and credit framework and the RPL policy and procedures. Course examination boards require mapping of previous learning to module and programme learning outcomes to be demonstrated before RPL is awarded. RPL can be used for advanced standing against module exemptions, reducing the length of the course by a maximum of 50 percent, as confirmed by the AEI regulation and credit framework and RPL policy and procedures.

Students on the programme have an individual needs assessment to ascertain any prior learning that could be used to RPL. Students are not permitted to RPL more than 50 percent of the programme as stipulated by the NMC, 2018 and education and skills funding agency rules (EFSA, 2018).

External examiners have oversight of the RPL process as outlined in the RPL policy and procedures.

University special regulations permit more than 50 percent RPL for applicants to the nursing associate programme who are currently NMC registered nurses with no restrictions on practice.

- 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. There is a developing approach to student learning in numeracy, literacy, digital and technological literacy. Students undertake a self assessment of these skills at the start of the programme, and the start of year two and write a personal action plan focused on areas of development.

Module specifications provide detail of the modules in which numeracy, literacy, digital and technological literacy outcomes are met. The course is designed around a scaffold approach, developed to establish core learning in year one, to consolidating and building on knowledge in year two.

The virtual learning environment (VLE) is used to facilitate blended learning, incorporating a variety of media to support problem based learning. For example, learning how to search for evidence in year one to the use of 'blackboard collaborate' to act as a virtual conference facility to support group work scenarios in year two. Students have access to skills packages to further develop literacy, numeracy, digital and technological literacy. The increasing use of virtual learning is outlined in the CCCU Strategic Framework 2015-2020, and the technology enhanced learning strategy.

All assignments are submitted electronically, and students receive feedback through electronic means. Digital literacy is further enhanced through the continued use of

action plans and reflections in students personal online learning logs. Digital technologies ability is assessed in practice and recorded in the PAD.

**Proposed transfer of current students to the programme under review**

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associate will be met through the transfer of existing students onto the proposed programme.**

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

**MET**  **NOT MET**

No students are transferring to the new programme from the current nursing associate programme.  
The AEI is not transferring students on the current nursing associate programme to the SSSA.

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

**YES**  **NO**

**Outcome**

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

**Date:** 18 June 2019

**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

### **Findings against the standard and requirements**

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

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

YES  NO

R2.1 is not met. The total programme hours for both theory and practice exceed the 2300 NMC hours requirements at 3300. The balance of theory and practice is unequal. The programme team must provide a revised programme structure that demonstrates there is an equal balance of theory and practice. (Condition two)

The extra 1000 hours may overburden students and impact on achievement. The AEI told us that the additional hours proposed for this course were requested by PLPs for delivery of additional content. Students told us that protected learning time is not always fully recognised or followed in their workplace settings (condition one). This combined with the additional hours proposed in the new programme could lead to significant workload issues. The programme team were recommended to consider that students are not overburdened by extra requirements to the programme specified by PLPs. Recommendation one: the AEI should consider that students are not overburdened by extra requirements to the programme specified by PLP's. (SFNME R 5.7)

- 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. The AEI has 195 individual practice learning opportunities across the area including hospital, community and social care placements. Course and

programme handbooks outline the variety of practice learning experiences available and a typical student journey through the programme. Senior lecturers for practice learning (SLPL) and placement education leads (PEL) ensure that a student can meet the standards of proficiency for nursing associates in placement through a variety of settings. PLPs and the programme team meet prior to the start of the programme to map each student's intended placement journey. This ensures appropriate breadth of experience with placements such as adults and children with special needs and people living with mental health issues.

Theoretical learning covers the lifespan approach and students will have a variety of simulated learning opportunities for example with expectant mothers using experienced SUC. The programme content covers the lifespan and includes a module specifically related to mental health needs.

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

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

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

MET  NOT MET

R2.6 is met. Documentary evidence confirms the programme length is two years; 45 weeks a year. The total programme hours for both theory and practice exceed the 2300 NMC requirements at 3300. Programme learning is sufficient to allow students to meet the Standards of proficiency for nursing associates.

- 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 not met.

The programme structure and programme specification has an unequal balance of theory and practice learning. The programme hours total 3300 over two years. Theory hours constitute 1760 and practice hours are 1540. (Condition two)

Practice hours are separated on the programme structure and labelled as external placements for 1140 hours; simulation of 40 hours and learning within the workplace of 360 hours equivalent to four hours per week. The programme documentation refers to the four hours as protected learning time. Programme documentation and discussion with the programme team and PLPs identified that protected learning time is not made explicit in the programme documentation and structure. PLPs were not aware that protected learning time is required for the whole of the programme.

The placement model uses three health and care settings aligned to the Health Education England curriculum model of hospital, home and close to home. Students undertake external placements in a placement different to that of their place of work; for example, students working in a community setting will have external placements in a hospital and close to home setting. Students told us they enjoyed the external placements and these placements increased their knowledge and skills. Students encounter a variety of teaching and learning methods including; lectures, skill and simulation activities, group work, e-learning using VLE, problem based learning as well as practice based learning. Students are introduced to a range of SUC inspired 'Enigmas' or scenarios which support understanding by the integration of theory and practice.

Module and programme learning outcomes are appropriate.

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

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

**YES**  **NO**

Registration is solely with the NMC.

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

**YES**  **NO**

The balance of theory and practice hours is unequal. (Condition two)

The extra 1000 programme hours could overburden students and affect achievement of NMC proficiencies Recommendation one: the AEI should consider that students are not overburdened by extra requirements to the programme specified by PLPs. (SPNME R5.7)

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

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

Students told us that protected learning time is not always fully recognised or followed in their workplace settings. This puts students at risk of not being properly supervised or supported to learn.

Condition one: The AEI in partnership with practice learning partners must confirm students on the apprenticeship route have protected learning time for the required 2300 programme hours. (SPNAP R3.5)

The programme structure does not have an equal balance of theory and practice. Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice. (SPNAP R2.1, R2.7, SFNME R5.3, R5.15)

**Date:** 18 June 2019

### Post Event Review

**Identify how the condition is met:**

The AEI provided documentation from employers of nursing associate apprentices confirming that protected learning time for students on the apprenticeship route for nursing associates is assured.  
Condition one is met.

Post event documents to support condition one is met:  
Confirmation of protected learning time from employer partners July 2019  
Monitoring of FDNA programme hours July 2019  
Overview of programme hours for apprenticeship July 2019  
Response from employers regarding programme hours and protected learning time July 2019

Statement of commitment FDNA Heart of Kent Hospice July 2019  
 Statement of commitment FDNA West Kent CCG July 2019  
 Statement of commitment FDNA Pilgrims hospice July 2019  
 Statement of commitment FDNA KIMS hospital July 2019  
 Statement of commitment FDNA Medway NHS foundation trust July 2019  
 Statement of commitment FDNA Medway Community Healthcare July 2019  
 Statement of commitment FDNA East Kent Hospitals University NHS foundation trust July 2019  
 Statement of commitment FDNA Kent and Medway NHS and social care partnership July 2019  
 Statement of commitment FDNA Hospice in the Weald July 2019  
 Statement of commitment FDNA Heart of Kent hospice July 2019  
 Statement of commitment FDNA Maidstone and Tunbridge Wells NHS trust July 2019  
 West Kent Partnership Agreement for the implementation of the nursing associate apprenticeship programme July 2019.

The AEI provided a revised programme structure demonstrating equal balance of theory and practice. Condition two is met.

Post condition documentary evidence to meet condition two.  
 Programme team response to conditions and recommendations, 10 July 2019  
 FD Nursing associate programme specification July 2019  
 FD Nursing associate student programme handbook July 2019  
 FD Nursing associate (apprenticeship) programme handbook July 2019  
 FD nursing associate practice handbook July 2019  
 Monitoring of FDNA programme hours July 2019  
 Overview of programme hours for apprenticeship July 2019  
 Overview of programme hours for self funding pathway July 2019

**Date condition(s) met:** 29 July 2019

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

Condition one is now met. The Standards for pre-registration nursing associate programmes (SPNAP R3.5) are now met.

Condition two is now met.  
 The Standards for nursing and midwifery education are now met. (R5.3, R5.15)

The Standards for pre-registration nursing associate programmes are now met. (R2.1, R2.7)

**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

**Findings against the standard and requirements**

**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**  **NOT MET**

R3.1 is met. The AEI has 195 individual practice learning opportunities across the area including hospital, community and social care placements. The placement model uses three health and care settings aligned to the HEE curriculum model of hospital, home and close to home. Students have access to a wide variety of placements within these settings. For example, surgical services and early intervention units in hospital setting; GP, outpatient clinics, day therapy centres in a close to home setting, and home placements such as nursing homes or community nursing teams. The programme team told us all students will have at least one experience in a child specific setting and a mental health setting. Programme documentation provides examples of student journeys which confirms a variety of experiences across the lifespan and in different settings.

Students on the non-apprenticeship route undertake three six week placements for four days per week over each year of the programme. Apprenticeship route students undertake three external placements of 15 weeks in length, one day a week over each year of the programme.

- 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. Placements will be allocated by practice learning unit staff working collaboratively with the programme management team to ensure that all students are allocated to a range of experiences. Meetings between PLPs and the programme team prior to students starting the programme map the students' journey through the programme to ensure they experience a variety of placements. During the tripartite meetings held three times a year and at the end of each year, student journeys are reviewed to ensure students are achieving outcomes and proficiencies and have had a variety of experiences. Any deficits are discussed with PLPs and changes made to the student journey if required.

There are opportunities for students to reflect on practice learning experiences. At the end of each placement students complete an online placement evaluation. These are reviewed on a monthly basis by the SLPL and issues fed back to the programme team and PLPs via operational contract review meeting and faculty placement



learning committee.

All practice placements undergo a biennial audit to monitor their suitability and support, and development of the learning environment, students can be invited to be a member of the audit team and are involved in the audit if they are on duty. The SLPL's are responsible for planning and overseeing the audit process within an organisation, for evaluating student feedback and action planning and subsequent review. PLPs allocate practice supervisors and assessors and this is recorded in the NAPAD.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

**MET**  **NOT MET**

R3.3 is met. The programme has 60 hours of simulated practice learning that provides opportunities to practice skills safely and receive direct feedback from SUC. This supports the translation of theory to practice. A range of simulation experiences are used in the programme from practicing essential skills such as handwashing in year one to problem based scenarios or 'enigmas' utilising more complex skills and equipment in year two.

As part of the programme students will have access to the VLE which also contains specific help links to developing a wider range of learning skills. All summative assignments (and subsequent feedback) are submitted electronically via Turnitin. Analytics are used to monitor students' use of the VLE, and support given when necessary. Students told us they have found the VLE very useful in supporting and furthering their studies. Students will use an e-portfolio to capture learning undertaken which will demonstrate progression and provide further evidence towards achievement of learning outcomes and NA proficiencies.

- 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. The guidelines for supporting students requiring reasonable adjustment during placement provides detailed information for staff and students. Students who require reasonable adjustments are provided with a Practice Learning Support Plan (PLSP) to support them in placement. Students can update their placement planning information to take into consideration their personal circumstances, such as home address, health or transport issues. The university recognises that combining study with full-time work can be challenging and have created an apprenticeship support team who are available to assist students throughout the apprenticeship.

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

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

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

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

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

**MET**  **NOT MET**

R3.5 is not met. Non apprenticeship route students will be supernumerary in practice learning settings, and this is clearly indicated in programme and practice handbooks. Students on the non-apprenticeship route following option A undertake three six week placements for four days per week over each year of the programme. Hours are recorded in the OAR by the practice assessor and academic assessors. Apprenticeship route students will follow Option B.

Apprenticeship route students will be released two days per week for 'off the job' training. Students are released for 20 percent of the programme for academic study at university, and 20 percent for external placements. Apprenticeship route students undertake three external placements of 15 weeks in length, one day a week over each year of the programme. The remaining 60 percent of the programme is spent in work based learning.

Practice hours are separated on the programme structure and labelled as external placements for 1140 hours; simulation of 40 hours and learning within the workplace of 360 hours equivalent to four hours per week. The programme documentation refers to the four hours as protected learning time. Programme documentation and discussion with the programme team and PLPs identified that protected learning time is not made explicit in all programme documentation and structure. Protected learning time is recorded in the NAPAD, but it is not clear how the four hours are assured. Opportunities for learning were not always supported in the workplace and students told us they often had to undertake learning opportunities and experiences in their own time. At the approval visit it was apparent that not all employers of NAs fully understand their obligation regarding protected learning time or how to

differentiate protected learning time from standard practice appropriately. This puts students at risk of not being adequately supervised or supported to learn. (Condition one)

**Note:** *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

YES  NO

Protected learning time cannot be assured for the 2300 hours of the programme.

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

Opportunities for learning were not always supported in the workplace and students told us they often had to undertake learning opportunities and experiences in their own time. PLPs do not fully understand their obligation regarding protected learning time or how to differentiate protected learning time from standard practice appropriately.

This puts students at risk of not being adequately supervised or supported to learn.

Condition one: The AEI in partnership with practice learning partners must confirm students on the apprenticeship route have protected learning time for the required 2300 programme hours. (SPNAP R3.5)

**Date:** 18 June 2019

**Post Event Review**

**Identify how the condition is met:**

The AEI provided statements of commitment from eleven PLPs confirming that protected learning time for students on the apprenticeship route for nursing

associates is assured. Condition one is now met.

Condition one is met.

Post event documents to support conditions are met:

Confirmation of protected learning time from employer partners, July 2019

Monitoring of FDNA programme hours, July 2019

Overview of programme hours for apprenticeship, July 2019

Response from employers regarding programme hours and protected learning time, July 2019

Statement of commitment FDNA Heart of Kent Hospice, July 2019

Statement of commitment FDNA West Kent CCG, July 2019

Statement of commitment FDNA Pilgrims hospice, July 2019

Statement of commitment FDNA KIMS hospital, July 2019

Statement of commitment FDNA Medway NHS foundation trust, July 2019

Statement of commitment FDNA Medway Community Healthcare, July 2019

Statement of commitment FDNA East Kent Hospitals University NHS foundation trust, July 2019

Statement of commitment FDNA Kent and Medway NHS and social care partnership, July 2019

Statement of commitment FDNA Hospice in the Weald, July 2019

Statement of commitment FDNA Heart of Kent hospice, July 2019

Statement of commitment FDNA Maidstone and Tunbridge Wells NHS trust, July 2019

West Kent Partnership Agreement for the implementation of the nursing associate apprenticeship programme, July 2019

**Date condition(s) met:** 29 July 2019

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

Condition one is now met.

The Standards for pre-registration nursing associate programmes (SPNAP R3.5) are now met.

**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

### **Findings against the standards and requirements**

**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**  **NOT MET**

R4.1 is met. Support, supervision, learning and assessment complies with the Standards framework for nursing and midwifery education (NMC, 2018). The fitness to practise policy 2018 outlines the procedure for managing student fitness to practise concerns. there is a raising and escalating complaints/concerns within practice environments guidance for students and staff which outlines the procedure for raising concerns. A report form is completed for any issues raised by students or PEL. This provides an audit trail for actions taken

Learning support plans outlining reasonable adjustments are individually tailored for students to enable achievement of learning outcomes and proficiencies in both practice and theory modules.

The practice assessor and academic assessor work in partnership to communicate and share decisions through internal moderation, email, phone, or face to face discussion about student progression. This is recorded in the NAPAD and the apprenticeship contract regularly. CCCU has adopted the pan London approach to the implementation of the standards for student supervision and assessment (SSSA). This sets out the intentions for collaborative working and provides an explanation of the organisation of practice learning and the support mechanisms available for students in practice. The strategy explains how practice assessors will be allocated to students.

Students are supported both in the academic and clinical settings through the allocation of a personal academic tutor (PAT), and a practice assessor. All pre-registration programmes at CCCU have been through an internal scrutiny process to ensure they comply with the relevant NMC 2018 standards and the faculty professional statutory and regulatory body programme policy. Mapping of the standards of proficiency against module outcomes is provided in the programme specification document.

There is a placement agreement for each individual placement which sets out responsibilities for supporting student learning. A memorandum of agreement between CCCU university and local strategic NHS and social care providers across the Kent and Medway sustainability and transformation partnership 2017 – 2020 provides a commitment to support student learning. A staff development and appraisal policy provide evidence of the commitment of the university to supporting staff with the resources and time to fulfil their roles. The AEI confirmed that one academic assessor will each support a cohort of 25 students each year. Workload is allocated for this role. This will require monitoring over the academic year to ensure sufficient resources are available to fulfil the role across multiple cohorts of students.

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

**MET**  **NOT MET**

R4.2 is met. The practice supervisor (PS), practice assessor (PA) and academic assessor (AA) have been appropriately prepared for their role as outlined in the pan London approach to the implementation of SSSA.

The PS will provide day to day teaching, support and supervision for the student. Students will be assigned a PA to support completion of the NAPAD. Students will have an identified PS during their external placement. The role of the supervisor is to facilitate learning and they will complete the OAR as hours are completed and learning achieved. PS contribute to student achievements through recording observations in the PAD, completing outcomes and confirming achievement of proficiency and skills with PA's.

Personal academic tutors (PAT) will liaise with employers, practice supervisors and assessors. The PAT will act as AA in year 1 of the programme. In year two the AA will change to another member of the programme team.

**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 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  NOT MET

R4.4 is not met. There are opportunities for formative feed forward guidance against a student's own development goals. The process is outlined in the guidance for the review of formative work within the foundation degree nursing associate programme. Within each module there are opportunities to discuss students' progress towards summative assessments. There are formative activities within each module which link to the summative assessment; examples include group discussion and feedback sessions, draft assignment plans, mock practice assessments. The academic assessor has oversight of a student's progression for the year. There are midpoint and end of placement reviews to monitor progress in placement. In addition, six weekly triennial reviews for apprenticeship students track progress against achievement of NA proficiencies

The summative assessments in theory modules lack variety. A mapping document outlines the assessments in each module. There are ten modules in the programme of which seven require written assessments of 4000 words in the form of a case study, written critique of a research paper or personal reflection. The panel considered that the assessments could be more creative and test different skills such as presentations or examinations using short answer questions. For example, the module compassionate conversations is currently assessed with a 4000 word essay; the panel suggested a more creative assessment could consider using SUC. Students told us that writing assignments took considerable time when they were also required to work.

The programme team were set a condition to review the assessment strategy and incorporate a wider range of assessments, rather than relying on written assignments. (Condition three)

- 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**

R 4.5 is met. Extensive mapping documents demonstrate the Standards of proficiency will be met. Mapping of the Standards of proficiency for nursing associates can be found in the programme specification document and is based around the four sections of the NMC Code. The NAPAD is structured with each proficiency clearly set out. Placements are mapped for each individual student in a placement journey available through the online placement allocation system at the start of each academic year.

**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

The programme team were set a condition to review the assessment strategy and incorporate a wider range of assessments, rather than relying on written assignments.

Condition three: the AEI must ensure the assessment strategy incorporates a wider range of authentic and creative assessment. (SFNME R5.8; SPNAP R4.4)

**Date:** 18 June 2019

**Post Event Review**

**Identify how the condition is met:**

The AEI have reviewed the assessment strategy for the programme and have changed one module assessment. Assessments in year one are shared with the BSc (Hons) pre-registration nursing adult and mental health programmes and have already been approved, however the team have made explicit in the nursing associate programme documentation the variety of written assessments used.

Condition three is now met.

Post condition documentary evidence to meet condition three.  
FD Nursing associate programme specification, July 2019  
FD Nursing associate student programme handbook, July 2019

**Date condition(s) met:** 29 July 2019

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

Condition three is met.

The Standards for nursing and midwifery education (R5.8) are now met.

The Standards for pre-registration nursing associate programmes (R4.4) are now met.

#### **Standard 5: Qualification to be awarded**

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

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

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

**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

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

YES  NO  N/A

There is no fallback award leading to NMC registration as a nursing associate.

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 18 June 2019

## 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Annual placement assurance for 2019 – 2020 recruitment cycle          CCCU placement capacity mapping process, March 2018          CCCU Strategic Framework 2015-2020          Example placement agreement, 2019          Faculty practice learning sub-committee terms of reference, 2018          Faculty PSRB programme policy, 2018          Faculty recognition of prior learning policy and procedures, 2019          Faculty student fitness to practice procedures version, 3 July 2018          Faculty student fitness to practice sub committee terms of reference, 2018          General regulations, September 2018          Guide to using the England NA PAD, May 2019          Guide to using the OAR , May 2019          Guidelines for reviewing a student’s practice learning experience, 2018          Guidelines for supporting students with reasonable adjustments in placement, 2019          Guidance for the review of formative work within the FDNA programme, 2019          Maintaining and monitoring the mentor register document, 2018          Memorandum of Agreement between CCCU and Local strategic NHS and Social Care providers across the Kent and Medway STP 2017 – 2020          Negotiated learning plan template, 2018          Operational contract and quality review meeting terms of reference, January 2019          Pan London Practice Learning Approach to the implementation of the Standards for Student Supervision and Assessment, (NMC, 2018)          Placement profile questionnaire template 2018          Practice Learning Environment Audit Tool, 2018-19          Raising and escalating complaints/concerns within practice environments; guidance for students and staff, 2018          Recognition of prior learning guide for students, 2018          Recognition of prior learning template, 2018          Regulations for taught awards, 2018          Scrutiny of practice documentation guidance, 2019          Service user and carer strategy, October 2018          Strategic contract and quality review meeting terms of reference, 2018          Student placement evaluation form, 2018          Technology Enhanced Learning Strategy, undated          University inclusive curriculum action plan, November 2018          University teaching and learning strategy, 2015 – 2020          Workload profiling guidance version 6, 2018 – 2019</p> <p>Post condition documentary evidence to meet conditions.          Programme team response to conditions and recommendations, 10 July 2019          Confirmation of protected learning time from employer partners, July 2019          FD Nursing associate programme specification, July 2019</p>		

FD Nursing associate student programme handbook, July 2019  
 FD Nursing associate ( apprenticeship) programme handbook, July 2019  
 FD nursing associate practice handbook, July 2019  
 Monitoring of FDNA programme hours, July 2019  
 Overview of programme hours for apprenticeship, July 2019  
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 Statement of commitment FDNA West Kent CCG, July 2019  
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 Statement of commitment FDNA KIMS hospital, July 2019  
 Statement of commitment FDNA Medway NHS foundation trust, July 2019  
 Statement of commitment FDNA Medway Community Healthcare, July 2019  
 Statement of commitment FDNA East Kent Hospitals University NHS foundation trust, July 2019  
 Statement of commitment FDNA Kent and Medway NHS and social care partnership, July 2019  
 Statement of commitment FDNA Hospice in the Weald, July 2019  
 Statement of commitment FDNA Heart of Kent hospice, July 2019  
 Statement of commitment FDNA Maidstone and Tunbridge Wells NHS trust, July 2019  
 West Kent Partnership Agreement for the implementation of the nursing associate apprenticeship programme, July 2019

If you stated no above, please provide the reason and mitigation  
 There are no further education (FE) colleges involved in this approval.

Additional comments:

**During the visit the visitor(s) met the following groups:**

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Five year two students		

Nine year one students		
All from FD nursing associate programme		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
There are no further education (FE) colleges involved in this approval.		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List Albion Place Medical Practice, 24 April 2018 Ashley Gardens Care Centre, 31 July 2017 Queen Elizabeth The Queen Mother Hospital, 28 February 2018 South East Coast Ambulance Service NHS Foundation Trust, 8 November 2018		
If you stated no to any of the above, please provide the reason and mitigation		
The AEI is an established provider of NMC programmes.		
Additional comments:		

**Mott MacDonald Group Disclaimer**

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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:	Angela Hudson Philip Stephenson	Date:	12 June 2019
Checked by:	Pamela Page	Date:	30 July 2019
Approved by:	Leeann Greer	Date:	21 August 2019
Submitted by:	Alex Brooker	Date:	19 August 2019