Programme approval visit report

Section one

Programme provider name:	Coventry University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Coventry & Warwickshire NHS Partnership Trust York Teaching Hospitals NHS Foundation Trust South Warwickshire NHS Foundation Trust Birmingham Women and Children's NHS foundation Trust West London Mental Health NHS Trust Humber Teaching NHS Foundation Trust Nottinghamshire Healthcare NHS Trust University Hospital Coventry & Warwickshire NHS TrustGeorge Eliot Hospital NHS Trust Tees Esk and Wear Valleys NHS Trust Private voluntary and independent healthcare providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	Foundation Degree Nursing Associate
Date of approval visit:	4 June 2019

Programme start date:
    Pre-registration nursing associate
    Nursing associate apprenticeship
	
	16 September 2019

Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Kuldeep Singh

<table>
<tr><td colspan="2">**Summary of review and findings**</td></tr>
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The University of Coventry (UoC) faculty of health and life sciences (the faculty) presented documentation for the approval of a foundation degree science (FDSc) (nursing associate apprenticeship) two years (full-time). There is an effective working relationship between the faculty and their practice learning partners (PLPs). A partnership approach to the development of the programme is evident.

Formal partnerships are in place with University Hospital Coventry and Warwickshire NHS Trust, South Warwickshire NHS Foundation Trust, Coventry and Warwickshire Partnership Trust, George Eliot Hospital NHS Trust, Coventry and Rugby GP Alliance, York Teaching Hospital NHS Foundation Trust (including Scarborough Hospital), Humber Teaching NHS Foundation Trust, St Cecilia's Care Home, Tees Esk and Wear Valleys NHS Trust, St Catherine's Hospice, City Health Training, Humber Coast and Vale Workforce Board, Haxby Group GP practices.

PLPs have experience in supporting pre-registration nursing students.

UoC has collaborated with approved education institutions (AEIs) throughout all regions in England to develop the all England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR).

Arrangements at programme level meet the Standards framework for nursing and midwifery education. The Standards for student supervision and assessment (SSSA) are met at programme level.

The programme is recommended to the NMC for approval. The visitors made one recommendation.

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<tr><td colspan="2">**Recommended outcome of the approval panel**</td></tr>
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<td>**Recommended outcome to the NMC:**</td>
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Programme is recommended to the NMC for approval ☒

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

Recommended to refuse approval of the programme ☐

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Conditions:

Please identify the standard and requirement the condition

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Effective partnership working: collaboration, culture, communication and resources:

None identified

Selection, admission and progression:

None identified

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relates to under the relevant key risk theme. *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: Consider including examples of protected learning time for theory and practice learning in programme documentation. (Standards for pre-registration nursing associate programmes R3.5)
Focused areas for future monitoring:	Availability of exemplars of protected learning time for students on the programme.

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018**)**

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

We found effective working relationships between UoC and their PLPs with evidence of programme development and delivery. There's a joint approach to recruitment to the programme and management of its delivery. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all students. Fitness to practise concerns about a student are managed in partnership between the faculty and PLPs.

There are practice facilitators that provide support for students, academic assessors, practice supervisors and practice assessors in the practice learning environment. There are effective channels of communication between the UoC, PLPs and students.

We found robust partnership arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by the faculty and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles. They tell us practice assessors and practice supervisors can be released from their workplace to attend workshops for updates and training.

The approval panel met with students who have recently completed the Health Education England (HEE) nursing associate apprenticeship programme. These students are articulate and confident and spoke positively about their programme. They tell us they had a robust values-based recruitment and selection process. They feel well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the support systems available to them in both university and practice learning settings which are easily accessible. They tell us practice assessors help them to understand the assessment criteria in the context of working with specific client groups. Students

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are aware of the UoC and PLPs' processes for reporting and escalating concerns and the actions taken. They tell us their feedback provided during evaluation of practice experience meetings has been listened to and has informed the proposed programme.

Service user (SU) representatives tell us they're aware of the SU engagement strategy developed by the faculty. They're involved in recruitment to pre-registration nursing programmes and in the delivery of the curriculum. They do this through face-to-face teaching with student groups. SUs participate in objective structured clinical examinations (OSCEs) and their perspective of the student's performance is incorporated into the feedback students receive. They tell us they are prepared for their role in contributing to the programme by a UoC based induction and training programme and they have all had equality and diversity training. They're involved in the design and co-production of the proposed programme. They will be involved in the teaching assessment and evaluation of the NA programme.

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** ☐

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

MET ☒　　　**NOT MET** ☐

Please provide any narrative for any exceptions

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

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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. There is documentary evidence and confirmation at the approval visit, that recognition of prior learning (RPL) is used for up to 50 percent of the programme. There is an RPL process in place that details the roles and responsibilities of those involved in the RPL decision making process. Information on RPL is available for prospective students. RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before applicants start the programme.

It is stated in the programme specification that the maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently NMC registered nurses without restrictions on their 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. Applicants to the programme are required to provide evidence of achievement of general certificate of secondary education level four or above in English and mathematics (or an equivalent qualification).

Support for numeracy, literacy, digital and technological literacy is provided throughout the programme. Literacy and numeracy are assessed formatively and summatively. There's evidence of mapping of indicative content that meets the proficiencies and programme outcomes. The module therapeutic approaches in nursing care includes a numeracy assessment in the form of drug calculations with a pass mark of 100 percent.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR.

Students tell us they feel well supported academically and in practice learning in relation to the development of proficiency in numeracy, literacy, digital and technological literacy. UoC have extensive academic support services for students who require additional support with numeracy, literacy and digital technology.

Proposed transfer of current students to the programme under review

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** ☐

There is a mapping document and transition plan for the transfer of current students studying the HEE nursing associate programme to the proposed programme. The cohorts that will transfer to the new programme in September 2019 have been identified. Cohorts who commenced the current HEE nursing associate programme in December 2018 onwards will transfer to the proposed

programme. PLPs and students tell us they have been consulted about the transition arrangements.

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

MET ☒   **NOT MET** ☐

Outcome

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

Date: 10 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.

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Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Provide an 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 programme shows students will experience the four fields of nursing in theory and practice learning environments. The programme team and PLPs tell us that students will have a range of practice learning experiences across the lifespan. Students say their theoretical and practice learning experiences in the HEE nursing associate programme are varied and provide experiences across the lifespan and reflect the four fields

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The programme team tell us practice learning experiences for students will be arranged by practice facilitators in employer PLPs. These are recorded on the UoC placement management database. This allows UoC to oversee the practice placement allocation and ensure students have practice learning experiences across the lifespan and in a variety of settings.

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)

<p style="text-align:right">YES ☒   NO ☐</p>

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)

<p style="text-align:right">MET ☒   NOT MET ☐</p>

R2.6 is met. The programme specification provides a summary breakdown of theory and practice hours and programme length. This information is provided for students on the programme. This demonstrates an equal balance between theory and practice learning and is sufficient to allow students to meet the Standards of proficiency for nursing associates. The number of hours spent in the practice learning setting is recorded in the PAD by students and verified by the practice supervisor and practice assessor. Practice learning hours are recorded on the UoC placement management system for each student on the programme. Attendance in theory settings is recorded on classroom registers. The programme hours spent in theory and practice learning settings for each student is recorded using the faculty course hours protected learning spreadsheet and this is managed by the academic assessor and programme leader. There are measures in place to make up any unmet programme hours.

- 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

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demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET ☒   **NOT MET** ☐

R2.7 is met. Documentary evidence confirms the programme will comprise 50 percent theory and 50 percent practice and information on how this is achieved is included in the programme handbook. There's evidence that a range of teaching and learning strategies will be used in the programme, including mock examinations, feedback on draft work, quizzes and student led presentations. Module descriptors and programme handbook provide details of appropriate academic level aims, learning outcomes, module content, teaching and learning strategies and assessment strategies.

Students tell us they are well supported in the application of theory to practice in theory and practice learning environments.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

Outcome

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

Date: 10 June 2019

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

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

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

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

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

Provide an 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 roles of practice supervisors, practice assessors, academic assessors and practice facilitators are clearly defined and there is documentary evidence of ways they will support student learning and development in theory and practice learning settings. The programme team tell us about the ways practice

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supervisors, practice assessors, academic assessors and practice facilitators collaborate to ensure practice learning opportunities for students to engage with a diverse range of people, across the life span.

The PAD gives practice learning guidance to students and their practice supervisors and practice assessors. It contains practice assessment information. Documentary evidence and the approval process confirm sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for nursing associates and deliver safe and effective care.

Academic assessor and practice assessor responsibilities are well-defined in programme documentation. They are required to make objective decisions about student progression and assessment and work collaboratively.

There's a policy for reporting and escalating concerns. Students tell us they understand this. They know how to follow the UoC and PLP policy and processes for reporting and escalating concerns.

- 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. The programme team and PLPs tell us there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide assessment, monitoring and evaluation of students in practice.

The OAR summarises overall student achievement, development and performance. Practice supervisors record their decisions on student progress and proficiency in this document.

The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The PAD provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. Students tell us they evaluate each practice learning experience, and changes have been made in response to their reports.

There is a process for the assessment of practice learning. The module leader for the work-based learning modules marks the PADs. The PADs are reviewed by a moderation process which involves academic staff, PLPs and the external examiner. There is a robust audit process that is implemented in partnership with UoC and PLPs that considers the suitability of each practice learning environment. Actions are taken to ensure effective practice learning experiences and enhancements when needed.

- 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 team, students and SUs tell us about the simulation-based learning and simulation facilities available to students. We found simulation-based learning is part of a formative learning processes and will not be used to assess proficiency.

There's an established virtual learning environment which provides students with an online platform and includes educational resources, activities and assessments. Students tell us that technology enhanced learning is available to them in practice learning settings. Students are able to evaluate and provide feedback on their practice learning experiences using an interactive network system (padlet), and use digital patient care planning systems during practice learning. They are prepared for the use of these during programme induction during theory-based learning and induction periods in practice learning. Technology enhanced and simulation-based learning opportunities are effective and proportionate.

- 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. UoC has extensive support services available to meet individual student learning needs. There's an equality and diversity policy that includes legislative requirements and is applied to the nursing associate programme. This allows for reasonable adjustments for students with disabilities. The programme team and PLPs confirm they take a collaborative approach to making reasonable adjustments.

Reasonable adjustments for students are identified by PLPs through their occupational health departments and by UoC through the student support service. The programme team tell us they advocate for the students if needed and consider each case on an individual basis, including access and travel to and between practice environments.

The students tell us they are aware that reasonable adjustments can made if needed and know about the policy and procedures to be followed.

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

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

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

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. Placements for students on the programme are arranged by the practice facilitators and monitored by the academic assessor. The programme team, PLPs and students tell us protected learning time is always assured and nursing associate students always have the required protected learning time. PLPs tell us protected learning time has been discussed at consultation events and will be in place for all students on the proposed nursing associate programme. There are protected learning agreements between UoC and PLPs. The agreements include guarantees that the requirements for protected learning time will be met, students will have supernumerary status for the entire duration of their practice placements and will be released for the required hours for academic study. Students wear distinctive colour uniforms and epaulettes to distinguish them as nursing associate students and whether they are year one or year two students.

The programme team and PLPs tell us about arrangements for protected learning time in academic and practice learning settings. This is recorded on the programme hours protected learning spreadsheet and this is monitored by the academic assessor and programme leader. The approval panel made a recommendation to the programme team that they consider, in the programme documentation, that examples of protected learning time in both practice and theory are included. (Recommendation 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** ☐

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

Outcome

Is the standard met? MET ☒ NOT MET ☐

Date: 10 June 2019

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 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. We found there is partnership working between UoC and PLPs. PLPs have participated in consultations and programme planning events. Written partnership agreements between UoC and each PLP are in place. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the Standards framework for nursing and midwifery education. UoC and PLPs adopt a collaborative approach to governance of the programme. There's a clear strategy for completing educational audits of practice learning environments in partnership. Educational audit documentation uses consistent and objective criteria for the approval of practice learning environments. The educational audit process identifies the availability of suitably qualified practice supervisors and practice assessors in each of the practice learning environments. UoC and PLPs work jointly to prepare practice supervisors and practice assessors for their roles in practice learning. Students tell us changes to the programme and the modules have been made as a result of their evaluation and feedback. Students tell us they know how to raise and escalate concerns. We found academic staff are experienced in delivering programmes in higher education settings and have relevant clinical backgrounds. Student progress is monitored at 12 weekly tripartite review meetings with students, UoC and PLPs.

- 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 discussion at the approval visit confirms there is extensive consultation and collaboration between UoC and PLPs. There's a structured plan in place to implement the SSSA for the programme. Information about the SSSA is clear in programme and practice learning handbooks.

The role of the practice facilitator in providing support for students in practice and their practice supervisors and practice assessors is clearly define practice assessors and practice supervisors understand their role and the role preparation process.

The all England nursing associate PAD is a comprehensive document which allows a record of student learning, assessment and progress throughout the programme.

The PAD provides practice learning guidance and assessment requirements which maps to the Standards of proficiency for nursing associates. Introductory guidance details the responsibilities of the practice supervisor and practice assessor, and practice assessors record their decisions on the assessment of student progress and proficiency. We found that academic assessors are being prepared for their role. The UoC has a staff development policy which supports the continued

professional development of academic staff including for the academic assessor role.

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 met. We found there is a learning and teaching strategy which includes details of formative and summative assessment methods. The range of formative and summative assessment strategies are detailed in the module descriptors. Students tell us that they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessment informs the summative assessment process. PLPs tell us they have a good understanding of the practice assessment process and their role in implementing the PAD.

Students are required to receive feedback for service users during their practice learning placements. The PAD contains a patient/service user/carer feedback form and this is used as one of a range of ways for students to receive feedback from service users whose care they have participated in. Students also receive SU verbal feedback and this is recorded by the student on their written reflections and by the practice assessor on the feedback forms contained in the PAD.

- 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 are detailed documents which map modules, standards of proficiency and academic and practice learning outcomes. A mapping document is provided to demonstrate where the Standards of proficiency for nursing associates are located in the PAD and OAR.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

  There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Outcome

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

Date: 10 June 2019

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.

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

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

YES ☐   **NO** ☐ **N/A** ☒

There is no fall back exit award with 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: 10 June 2019

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)	☒	☐

Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme.	☒	☐
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	☒	☐

List additional documentation:

Apprenticeship programme commitment statement, April 2019

Confirmation of accreditation of prior learning (APL) form, September 2017

Consultation document on transition from HEE to NMC programme and SSSA for nursing associate students, April 2019

CQC reports for all PLPs various dates, August 2018-May 2019

Course hours protected learning spreadsheet

Declaration and barring declaration and screening (DBS) flowchart, undated

External examiner annual report, September 2018

Health and character declarations, undated

Interview form – nursing associate foundation degree, undated

Maths/numeracy support guidelines for nursing associate students, undated

Nursing associate foundation degree course selection forms, numeracy and literacy, undated

Nursing associate partnership steering group meeting minutes, January 2019

Nursing associate foundation degree clinical skills assessment (OSCE) feedback form, undated

Partnership model and processes for student supervision and assessment in practice for NMC approved courses, March 2019	
Protected learning for nursing associate students agreement and guidelines, undated	
Professional suitability and fitness to practise policy, December 2016	
Protected learning agreement, January 2019	
Service user and carer engagement mapping document, undated	
Transitional arrangements from HEE curriculum to NMC curriculum, undated	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

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	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Four x year two apprentice nursing associate students. Level 5 Seven x year one apprentice nursing associate students. Level 5		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation FE college senior manager not relevant to this programme.		

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Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐

System regular reports list:

Care Quality Commission (CQC) report, University Hospital Coventry and Warwickshire NHS Trust, 31 August 2018

CQC report, South Warwickshire NHS Foundation Trust, 8 March 2018

CQC report, Coventry and Warwickshire Partnership Trust, 21 December 2018

CQC report, George Eliot Hospital NHS Trust, 26 February 2019

CQC report, Coventry and Rugby GP Alliance, 13 June 2018

CQC report, York Teaching Hospital NHS Foundation Trust (including Scarborough Hospital), Humber Teaching NHS Foundation Trust, 28 February 2018

CQC report, St Cecilia's Care Home, 5 February 2019

CQC report, Tees Esk and Wear Valleys NHS Trust, 23 October 2018

CQC report, St Catherine's Hospice, 6 August 2016

CQC report, City Health Training, Humber Coast and Vale Workforce Board, 2 May 2019

CQC report, Haxby Group GP practices, 18 April 2019
If you stated no to any of the above, please provide the reason and mitigation There is evidence of the availability of the resources listed above to students of UoC who are undertaking NMC approved programmes.
Additional comments: Key documentation - CQC reports for all PLPs various dates, August 2018-May 2019.

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Final Report			
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Checked by:	Monica Murphy	Date:	4 July 2019
Approved by:	Leeann Greer	Date:	11 July 2019
Submitted by:	Amy Young	Date:	12 July 2019