Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

Programme approval visit report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Mersey Care NHS Trust Bridgewater Community Healthcare NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Aintree University Hospital NHS Foundation Trust Alder Hay Children's NHS Foundation Trust The Walton Centre NHS Foundation Trust Liverpool Heart and Chest Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	Foundation Degree Science in Apprenticeship Nursing Associate
Date of approval visit:	21 June 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	N/A 26 September 2019

Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Joanne Garside Lay Visitor: Kanta Sandhu

Summary of review and findings

Liverpool John Moores University (the university) is an established approved education institution (AEI). The university school of nursing and allied health (the school) presented a two-year full-time foundation degree science (FdSc) nursing associate apprenticeship programme for approval against the NMC Standards for pre-registration nursing associate programmes (SPNAP) and Standards of proficiency for nursing associates (SPNA). The programme title is FdSc apprenticeship nursing associate.

The programme has been developed in partnership with the following practice learning partners (PLPs) employers; Clatterbridge Cancer Care Trust, Aintree University Hospital NHS Foundation Trust, Liverpool Womens Hospital, Mersey Care NHS Trust, St Helens and Knowsley Teaching Hospitals NHS Trust, Alder Hey Childrens Hospital and the Royal Liverpool and Broadgreen Trust. We found clear evidence of partnership working between the university and PLPs at operational and strategic levels for the development, delivery and management of the nursing associate programme.

Documentary evidence and findings at the approval visit confirms the school has engaged with PLPs and other AEIs to develop a regional strategy and local plan to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018). The programme has adopted the England nursing associate practice assessment document (NAPAD) providing a consistent approach to the assessment of practice learning.

The Standards framework for nursing and midwifery education (SFNME) and the SSSA (NMC, 2018) are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to five NMC conditions being met.

Updated 31 July 2019:

The school submitted documentation which evidence the changes to meet condition one. Further evidence is required to meet conditions two, three, four and five.

Updated 4 September 2019:

The school submitted additional documentation on 23 August and 4 September 2019 which provides the evidence required to meet conditions two, three four and five.

All conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐

| **Conditions:**

Please identify the standard and requirement the condition relates to under the relevant key risk theme.
Please state if the condition is AEI/education institution in nature or specific to NMC standards. | **Effective partnership working: collaboration, culture, communication and resources:**

Condition one: Produce an implementation timeline documenting the commitment to service user and carer (SUC) involvement in the programme including coproduction, recruitment and curriculum engagement. (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

Selection, admission and progression:

None identified

Practice learning:

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

Condition three: The school must make explicit how curriculum hours meet the requirements of option B. (SPNAP R3.5)

Condition five: The school and PLPs must provide a clear definition of protected learning time and secure a written commitment from PLPs that they will support this. (SPNAP R3.5)

Assessment, fitness for practice and award:

None identified

Education governance: management and quality assurance:

Condition four: Update the documentation for clarity in line with the discussions held throughout the approval visit including programme length, overall theory and practice hours and simulation hours in modules. (SPNAP R2.6, R2.7, R3.3, R4.4) |

Date condition(s) to be met:	31 July 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	The implementation and monitoring of protected learning time in practice learning environments. Service user carer involvement in the programme.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

A clear implementation plan for the involvement of SUCs in the programme evidences the changes required to meet condition one. Condition one is now met. SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4 are now met

A clear plan and associated timeline provides evidence of the identification and preparation of practice supervisors, practice assessors and academic assessors as well as updating of practice and academic staff in readiness for the implementation of the SSSA.

Condition two is now met. SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2 are now met.

Revised copies of the programme documentation evidences how the curriculum hours meet the requirements of option B and condition three. Condition three is now met. SPNAP R3.5 are now met.

The school provided revised programme documentation that makes clear the programme length and the programme hours for theory and practice learning. The module specifications specify learning hours including hours allocated to simulation. Condition four is now met. SPNAP R2.6, R2.7, R3.3, R4.4 are now met.

Revised programme documentation clearly defines protected learning time. Written evidence of commitment from employer PLPs to support protected learning time provides the assurance required to meet the condition. Condition five is now met. SPNAP R3.5 is now met.

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:	4 September 2019

Section three

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

Documentary analysis and findings from the approval visit provide evidence of partnership working with stakeholders and shared responsibility for theory and practice learning, supervision and assessment. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme are established as part of this partnership with PLPs. Employer PLPs confirm the programme has been developed with them in partnership with experienced educators ensuring it reflects the needs of the contemporary nursing associate role. The school also works in partnership at a regional level with other AEIs that share the same practice learning environments to plan and implement the SSSA.

We found processes for the oversight and monitoring of the programme are in place and the school has strategic and operational links with employer PLPs. There's evidence of online resources to prepare practice and academic staff for new roles to meet the SSSA. However, there were no representatives from prospective practice supervisors or assessors at the approval visit to confirm the effectiveness of partnership working between AEI and practice staff directly supporting and assessing students and their preparedness for the SSSA. We found there's no clear and consistent local plan for the preparation for the new roles across the school and local PLPs. (Condition two) (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

We found effective governance systems in place to ensure compliance with the legal, regulatory and professional requirements. There are established communication processes between the school, employer PLPs and students. The AEI and employer PLPs have established lines of communication to enable them to respond quickly to any concerns if standards of care and/or practice learning are at risk. We found an agreed regional practice learning educational audit process

established. There are proportionate processes in place to monitor and ensure a range of relevant people participate in the education of students, dependent on the requirements of the programme and the needs of students.

Recruitment and selection are a joint responsibility between the school and PLP employers. The school, in partnership with employer PLPs, expect growth in numbers of applications for the pre-registration nursing associate programme and plans for additional academic resources were being implemented.

There is a service user strategy which identifies the principles and practice for implementation. We found enthusiastic representatives from SUC organisations who identified a need and were keen to increase their involvement in future collaborations, particularly recruitment and teaching and assessment activities. SUC input to other education programmes is respected and valued in the school although it is evident that current collaborations are not based on established relations or are related to the pre-registration nursing associate programme. The AEI strategy therefore needs further development to include ongoing inclusivity, co-production, diversity and support of SUCs. (Condition one) (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

Students we met tell us they have contributed to the co-production of the new pre-registration nursing associate programme. There's evidence they are listened to in curriculum consultations. Students told us partnership working with the school is effective and they are supported in their learning. We met student representatives from the current Health Education England (HEE) programme. They confirm a range of practice and interdisciplinary learning opportunities are available to support learning although many told us they were challenged with opportunities for protected learning time.

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

SFNME R1.12 and R5.5 requires that service users are engaged in the co-production of the programme. We found no evidence of current or future planned engagement of SUCs in the co-production, delivery and evaluation of the programme. (Condition one) (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

SFNME R2.4 and R3.5 requires that the programme complies with the SSSA and ensures that students are supported and supervised in practice respectively. There's no clear local plan to ensure the timely preparation of practice supervisors and practice assessors. (Condition two) (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.2)

Gateway 2: *Standards for student supervision and assessment*

MET ☐   NOT MET ☒

Please provide any narrative for any exceptions

SSSA R1.4 requires that there are suitable individuals in place within practice learning environments to ensure effective co-ordination of learning. A clear local implementation plan is lacking to ensure preparation for the new roles of practice supervisor and practice assessor in readiness for the start of the programme. (Condition two) (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

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

SFNME R1.12, R2.7 and R5.5 require that service users are engaged in partnership with the AEI in the co-production, delivery and evaluation of the programme. We found no evidence of current or future planned engagement of SUCs in the programme.

Condition one: Produce an implementation timeline documenting the commitment to SUC involvement in the programme including co-production, recruitment and curriculum engagement. (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

SFNME R2.4 and R3.5 require that the programme complies with the SSSA and ensures that students are supported and supervised in practice. There's no clear local plan with PLPs to ensure the timely preparation of practice supervisors and practice assessors.

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

SSSA R1.4 requires that there are suitable individuals in place within practice learning environments to ensure effective co-ordination of learning. A clear local implementation plan is lacking to ensure preparation for the new roles of practice supervisor and practice assessor in readiness for the start of the programme.

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

Post Event Review

Identify how the condition(s) is met:

Condition one: The school has produced a timeline implementation plan documenting the commitment to SUC involvement in the programme including co-production, and curriculum engagement. The plan details modules across the programme where service users and carers as experts by experience will be involved in sharing their experiences and engaging in objective structured clinical examinations and other examinations as well as the student selection process. Assurance is provided that SFNME R1.12, R2.7, R5.5 are met.

Evidence:

Timeline implementation plan for involvement of service users and carers in the FdSc apprenticeship nursing associate programme, 2019

Condition two: The school has produced a plan, including a timeline, documenting progress and preparations for the implementation of the SSSA. The implementation plan provides evidence of how current mentors and sign-off mentors will be identified and prepared for the role of practice supervisor and practice assessor. It includes how staff with an NMC teacher qualification will be prepared for the role of academic assessor. Details are also provided of the content of the preparation sessions which are offered face-to-face or online and are delivered by practice education facilitators and the school. Resources and information to support practice learning will be added to the practice assessment review and evaluation (PARE) online system. Guides for practice supervisors, practice and academic assessors have been developed by the north west practice education group (NWPEG) as well as a revised practice guide for students. Preparation for future practice supervisors and assessors will be provided in the final year of the pre-registration programme and in the preceptorship period. Assurance is provided that SFNME R2.4, R3.5 and SSSA R1.4 are met.

Evidence:

Timeline implementation plan for rolling out SSSA across placements for the FdSc apprenticeship nursing associate programme, undated

FdSc apprenticeship nursing associate programme guide, 2019-2020

Practice guide for trainee nursing associates, revised document, undated

FdSc apprenticeship nursing associate revised programme document, 2019

Date condition(s) met: 4 September 2019

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

Assurance is provided that SFNME R1.12, R2.4, R2.7, R3.5, R5.5 and SSSA R1.4 are 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' 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:

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- 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** ☒

R1.1.1-R1.1.2 are not met. There's currently no clear plan to engage SUCs in the student selection process for the programme. (Condition one) (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

- 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. We found a recognition of prior learning (RPL) process is detailed in the programme handbook and specifies RPL claims can be made up to a maximum of 50 percent of the programme. Individualised RPL claims are reviewed by the programme manager and admission lead and mapped against the quality assurance agency (QAA) requirements, programme learning outcomes and

Standards of proficiency for nursing associates. Claims are reviewed by an RPL assessor and an external examiner prior to ratification at the faculty recognition group. We found student guidance in the programme handbook indicating that certificated and practice learning may be considered. Documentary evidence and the programme team confirm the maximum limit of 50 percent RPL does not apply to applicants who are 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. We found numeracy, literacy, digital and technological literacy integrated and mapped against the programme outcomes. We found documentation indicating applicants are required to demonstrate these skills on entry to the programme.

There's evidence in programme documents, virtual learning resources, the NAPAD and ongoing achievement records (OAR) that numeracy, literacy, digital and technological literacy is embedded and developed throughout theory and practice learning. Students confirm they are supported in developing numeracy, literacy, digital and technology enhanced skills throughout their programme in theory and practice learning environments.

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** ☐

The programme team confirm there are no plans to transfer current students studying the HEE programme to the proposed NMC pre-registration nursing associate apprenticeship programme or associated SSSA.

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

YES ☐   **NO** ☒

SFNME R2.7 requires that service users are engaged in partnership with the AEI in the recruitment and selection of students. We found no evidence of current or future planned engagement of service users and carers in this aspect of the programme and therefore doesn't meet SFNME R2.7 and SPNAP R1.1.1-1.1.2. (Condition one)

Condition one: Produce an implementation timeline documenting the commitment to SUC involvement in the programme including co-production, recruitment and curriculum engagement. (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

SPNAP R1.1.1-R1.1.2 are not met.

R1.1.1 -R1.1.2 requires that on entry to the programme students demonstrate values and capability to learn behaviours according to the Code. There's currently no clear plan to engage and enable SUCs to influence and contribute to this aspect of the student recruitment and selection process for the programme. (Condition one)

Condition one: Produce an implementation timeline documenting the commitment to SUC involvement in the programme including co-production, recruitment and curriculum engagement. (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)

Date: 26 July 2019

Post event review

Identify how the condition(s) is met:

Condition one: The school has produced an implementation timeline documenting a plan to commit to SUC involvement in the programme including student selection. The plan details that service users and carers will be involved in developing questions for the selection process, and also be involved in the student interviews. SPNAP R1.1.1-1.1.2 are now met.

Assurance is provided that SFNME R2.7 is met.

Evidence:

Timeline implementation plan for involvement of service users and carers in the FdSc apprenticeship nursing associate programme, 2019

Date condition(s) met: 4 September 2019

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

SPNAP R1.1.1-R1.1.2 are now met.

Assurance is provided that SFNME R2.7 is now met.

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)

- 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. A non-field specific programme is presented across theory and practice learning modules supported by a hub and spoke practice experience model. Module documentation content reflects mental, physical, behavioural and cognitive health conditions across the lifespan. This is confirmed by students who have access for example, to mental health, children and end-of-life care whilst undertaking a hub practice learning placement in an acute adult care setting. A checklist is in place to ensure all students have practice learning experiences in a variety of settings across the lifespan. Programme documentation confirms hub practice learning experiences are undertaken in the student's area of employment and are supported by spoke practice learning experiences. It's in spoke practice learning environments where students get experience in physical, mental health, children and learning disabilities nursing. Students tell us they have theory and practice learning experiences across the lifespan and in a variety of settings. The school facilitates inter-professional learning opportunities through the delivery of joint modules with associate practitioner and social work students and this was confirmed by students we met.

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)

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 not met. Programme documentation indicates the programme is two or three years in length. The school confirm that a two-year, not a three-year programme is available. (Condition four)

Theory and practice learning are sufficient to allow students to be able to meet the Standards of proficiency for nursing associates. However, the programme team presented inconsistent narrative in documentation and during the approval visit against the programme hours. For example, there are 615 theory hours specified in the documentation and 635 hours presented at the approval visit. The programme team needs to present a clear and final version of the theory and practice hours and length of the programme. (Condition four) (SPNAP R2.6, R2.7, R3.3, R4.4)

The school's practice-based learning unit is responsible for allocating practice learning experiences and making arrangements for remediation of unmet theory and practice learning hours if needed.

- 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. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with the 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's a practice experience allocation model for the delivery of the programme

that clearly demonstrates the achievement of designated hours for the programme detailed.

Programme documentation details a variety of teaching and learning strategies including blended learning, seminars, simulation and lectures. The module aims, descriptors and learning outcomes are clearly specified and mapped against the Standards of proficiency for nursing associates. The practice allocation model is the student's area of employment which is their hub work-based practice learning environment with protected learning hours and alternative spoke experiences which are supernumerary.

We found there's a lack of clarity in the programme hours presented in the documentation and simulation learning hours are not accounted for in the module specifications. We can't be assured due to this lack of clear evidence that the programme structure provides an equal balance of theory and practice learning. (Condition four) (SPNAP R2.6, R2.7, R3.3, R4.4)

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** ☒ The programme only leads to registration as a nursing associate.

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** ☒
SPNAP R2.6 is not met. R2.6 requires that the length of the programme and associated programme hours is typically a two-year foundation degree, meets the requirements of the EC hours and enables the students to meet the Standards of proficiency for nursing associates. However, there's a lack of clarity in the programme documentation and from the programme team in relation to the breakdown of programme hours and the programme length to meet R2.6. (Condition four)

Condition four: Update the documentation for clarity in line with the discussions held throughout the approval visit including programme length, overall theory and practice hours and simulation hours in modules (SPNAP R2.6, R2.7, R3.3, R4.4)

SPNAP R2.7 is not met. We found a lack of clarity in the programme hours and the inclusion of simulation learning hours are not accounted for in the module specifications. The lack of clarity in this aspect of the curriculum doesn't provide assurance that there's an equal balance of theory and practice learning to meet R2.7. (Condition four)

Condition four: Update the documentation for clarity in line with the discussions held throughout the approval visit including programme length, overall theory and practice hours and simulation hours in modules. (SPNAP R2.6, R2.7, R3.3, R4.4)

Date: 26 July 2019

Post event review

Identify how the condition(s) is met:

Condition four: An updated programme document, programme guide, programme planner and revised module specifications provide evidence of the programme length and programme hours for theory and practice learning. Simulation learning hours are now specified in module 4001NAFDN and 4003NAFDN. There's a breakdown of the programme length, and overall theory and practice hours providing assurance there's an equal balance of theory and practice learning. SPNAP R2.6, R2.7 are now met.

Evidence:

FdSc apprenticeship nursing associate revised programme guide, 2019-2020

Practice guide for trainee nursing associates, revised document, undated

FdSc apprenticeship nursing associate revised programme document, 2019

FdSc apprenticeship nursing associate revised programme plan, September 2019

FdSc apprenticeship nursing associate revised module document 2019-2020, 1 August 2019

Date condition(s) met: 7 September 2019

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

SPNAP R2.6, R2.7 are now met.

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

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

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

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

R3.5 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)

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.1 is met. We found that practice learning opportunities and supporting processes are in place to 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. The module content and assessments support integration of theory to a variety of practices to enable students to achieve their proficiencies. PLPs confirm this and students told us they are supported to deliver safe and effective care to diverse people across the lifespan in a variety of settings. The hub and spoke model used for the allocation of practice learning experiences and a database spreadsheet indicating examples of practice experience allocations and monitoring processes was presented to confirm this.

We found documentary evidence of a fitness to practise (FTP) panel which is responsible for determining if a student's fitness to practise is impaired. PLPs agree to inform the school if a student's fitness to practise is impaired whilst working as an employee and a joint approach to resolving issues. We found documentary evidence that students and PLPs are signposted to FTP policy guidance. PLPs confirm they are aware of how to raise any concerns about a student's conduct, behaviour or if they are failing to achieve. Students confirm they are aware of processes to raise or escalate concerns about care or concerns about their practice learning. PLPs and students are aware of the support available from the AEI.

- 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. Documentary evidence and the approval process confirm students have sufficient variety of practice learning experiences to meet the holistic needs of people of all ages. These include experiences in general practice, elderly and child placements. Students confirmed they evaluate their practice learning experiences and documentary evidence demonstrates action planning processes are in place to monitor and follow up student practice learning evaluation. Students confirm their feedback is valued.

We found evidence of a regional educational audit document in place to review, monitor and enhance the quality of practice learning environments. Procedures are in place for PLPs to raise any concerns about student progression and action plans are developed and feedback provided to the school as needed. There are established processes for the school and PLPs to review practice learning including where an area is shared with another AEI. These processes consider student evaluations of practice learning experiences.

The school's practice learning support unit takes responsibility for preparing and ensuring support, contracts and compliance mechanisms are in place for students and PLPs. Clinical placement facilitators in practice environments provide support to students and to practice supervisors and assessors. Each practice learning environment has a link tutor.

We found governance arrangements in place at programme level to support and review compliance with the SFNME.

- 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 not met. We found use of technology enhanced learning detailed in the module and programme handbook and some evidence of simulation-based learning. Teaching and learning methods focus on the development of cognitive and practical skills through skills sessions and laboratories and case-based scenarios and patient stories. However, it isn't clear if the use of technology enhanced and simulation-based learning is proportionate in the programme as there's no hours or simulation-based assessment strategies detailed in the module specifications. (Condition four) (SPNAP R2.6, R2.7, R3.3, R4.4)

Students told us they value the assessment methods and supportive approaches used throughout the curriculum.

- 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 nursing associate practice assessment document (PAD) tells students about support mechanisms available to them through their learning experience and includes facilitating reasonable adjustments to support learning. This information is also found in the practice learning orientation checklist, individualised action planning in the PAD and personal development planning in the curriculum.

We found documentation indicating the resources available to support students in practice. Students are signposted to the AEI support services including a counselling and mental health team, dyslexia and disability services. Students confirm support is available to them and personal circumstances are considered with a student providing an example where this had been accommodated.

- 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. The school presented option B for protected learning time for students and provided varied interpretations of hours of learning in the documentation and at the approval visit. A final version of the protected learning hours demonstrating the single option must be provided by the programme team to ensure this requirement is met. (Condition three) (SPNAP R3.5)

The programme team told us that protected learning time is monitored through attendance sheets. However, both academic staff and PLP representatives as well as students reported varied interpretations of protected learning time and mixed practices across different PLPs. HEE programme students we met told us about the significant challenges experienced by many of the student cohort in receiving protected learning opportunities in their hub placement. (Condition five) (SPNAP R3.5)

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** ☒

SPNAP R3.3 is not met. It's not clear if the hours allocated to technology enhanced and simulation-based learning are proportionate as no hours or details of simulated assessment strategies in the module specifications. (Condition four)

Condition four: Update the documentation for clarity in line with the discussions held throughout the approval visit including programme length, overall theory and practice hours and simulation hours in modules. (SPNAP R2.6, R2.7, R3.3, R4.4)

SPNAP R3.5 is not met. The school present option B for students' protected learning time but provided varied versions of hours of learning in the documentation and at the approval visit. We are not assured how option B is applied within the curriculum. (Condition three)

Condition three: The school must make explicit how curriculum hours meet the requirements of option B. (SPNAP R3.5)

SPNAP R3.5 is not met. Staff, PLPs and students reported varied interpretations of protected learning time and mixed practices across different PLPs to meet SPNAP R3.5. Students we met highlighted significant challenges for many of the cohort in receiving protected time for learning opportunities in their hub practice learning experience. (Condition five)

Condition five: The school and PLPs must provide a clear definition of protected learning time and secure a written commitment from PLPs that they will support this. (SPNAP R3.5)

Date: 26 July 2019

Post event review

Identify how the condition(s) is met:

Condition four: The school have updated the programme documentation including module specifications detailing the programme and module hours for learning and teaching. Simulation learning hours and simulation-based assessment strategies are now specified in module 4001NAFDN and 4003NAFDN. The evidence provides assurance the hours allocated to technology enhanced and simulation-based learning in the programme are proportionate. SPNAP R3.3 is now met.

Evidence:

FdSc apprenticeship nursing associate revised programme guide, 2019-2020

Practice guide for trainee nursing associates, revised document, undated

FdSc apprenticeship nursing associate revised programme document, 2019

FdSc apprenticeship nursing associate revised programme plan, September 2019

FdSc apprenticeship nursing associate revised module document 2019-2020, 1 August 2019

Condition three: Revised programme documentation including the programme plan and revised modules specification make explicit how curriculum hours meet the requirements of option B. SPNAP R3.5 is now met.

Evidence:

FdSc apprenticeship nursing associate revised programme plan, September 2019

FdSc apprenticeship nursing associate revised module document 2019-2020, 1 August 2019

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Condition five: The school and PLPs provided a revised practice guide which includes a clear definition of protected learning time. Signed commitment agreements in the form of memorandums of understanding (MOUs) from employer PLPs also provide evidence that protected learning time will be supported. SPNAP R3.5 is now met.

Evidence:

Practice guide for trainee nursing associates, revised document, undated

MOUs for the following organisations; Alder Hey Children's Hospital NHS Foundation Trust, The Clatterbridge Cancer Centre NHS Foundation Trust, Mersey Care NHS Trust, Royal Liverpool and Broadgreen University Hospital NHS Trust, Southport and Ormskirk Hospital NHS Trust and Liverpool Heart and Chest Hospital NHS Foundation Trust, September 2019

Date condition(s) met: 4 September 2019

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

SPNAP R3.3, 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*:*

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)

<div align="right">

MET ☐   NOT MET ☒

</div>

R4.1 is not met. Documentary evidence and the approval process confirm established partnerships between the school and employer PLPs.

We found there are appropriately qualified and experienced academic staff to support programme delivery. However, we are not assured that appropriately prepared practice assessors and supervisors will be in place for the start of the programme to support, supervise and assess students' practice learning. (Condition two). (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

We found evidence that module, practice and programme evaluations and processes are in place to review and follow up any issues from students. Students told us any issues they raise are addressed by the programme team.

Students are allocated a named tutor to support them throughout the programme. All practice learning environments have a nominated link lecturer to strengthen the connection between theory and practice. The link lecturer supports students, practice supervisors and practice assessors.

We found quality assurance is overseen by the school. An external examiner is appointed who reviews the curriculum and student assessments.

- 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)

<div align="right">

MET ☐   NOT MET ☒

</div>

R4.2 is not met. The school participates in a regional approach to implementing the SSSA.

Online resources are in place to guide the preparation of practice supervisors, practice assessors and academic assessors against the SSSA. Transition to the SSSA is planned for September 2019 at the start of the new programme. However, PLPs and the team could not confirm that a clear and consistent strategy is in place for the identification and preparation of practice supervisors and assessors. Current mentors and sign-off mentors will undergo transition preparation to undertake practice supervisor and practice assessor roles although there were no potential practice supervisors or assessors in attendance at the approval visit to confirm this. (Condition two) (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

Documentary evidence and the approval process evidences that processes are in place for the identification and preparation of appropriate academic staff for the academic assessor role. The school confirms this role is now recognised in academic staff workloads.

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)

<div align="right">

YES ☒   **NO** ☐

</div>

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)

<div align="right">

MET ☐   **NOT MET** ☒

</div>

R4.4 is not met. The programme team told us that all modules have formative and summative assessment strategies although formative assessment isn't clearly detailed in the module. Learning outcomes map to module descriptors. Formative feedback is given to students at scheduled intervals by practice supervisors and practice assessors and documented in the PAD prior to summative assessment by the practice assessor and academic assessor. Students also receive feedback from SUCs on the care they have given which is also recorded in the PAD. Students receive constructive feedback from academic staff on summative assessments and this was confirmed by students we met and the programme team. Students tell us they value assessment feedback which helps them develop in theory and practice learning.

A variety of assessment tasks are used within the programme including examinations, essays, drug calculation tests, reflections from practice and assessment of clinical skills and values and behaviours in the PAD. SUCs are keen but don't currently contribute to assessments. (Condition one) (SFNME R2.7, SPNAP R1.1.1-1.1.2, R4.4)

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

MET ☒   **NOT MET** ☐

R4.5 is met. There's a mapping document for the curriculum and practice learning experiences that ensures students meet the Standards for proficiency for nursing associates.

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** ☒

SFNME R3.5 is not met. SFNME R3.5 requires that partnership processes are in place to ensure students are suitably supported in practice, regularly supervised and assessed. However, the programme team couldn't confirm that a clear and

consistent strategy is in place to prepare the new practice supervisors and practice assessors to support, supervise and assess students. This doesn't meet SPNAP R4.1 and R4.2.

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC Standards for student supervision. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

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

YES ☐   **NO** ☒

SSSA R1.4 is not met. SSSA R1.4 requires that there are suitable individuals in place within practice learning environments to ensure effective co-ordination of learning. A clear local implementation plan is lacking to ensure preparation for the new roles of practice supervisor and practice assessor and ensure this requirement of the SSSA and SPNAP R4.1 and R4.2 are being met in readiness for the start of the programme.

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC Standards for student supervision and assessment. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

Outcome

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

SPNAP R4.1 is not met. R4.1 requires that the programme complies with the SFNME in relation to the support, supervision and assessment of students in practice as well as academic settings. We aren't assured that timely arrangements are in place to ensure the availability of practice supervisors and assessors to undertake these roles in readiness for the start of the programme and to meet SFNME R2.4 and R3.5. (Condition two)

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

SPNAP R4.2 is not met. Implementation of the SSSA are planned for September 2019. However, PLPs and the programme team couldn't confirm that a clear and consistent strategy is in place to prepare practice staff for the practice supervisor and practice assessor roles and meet the requirements of SSSA R1.4. (Condition two)

Condition two: The school must produce a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. (SFNME R2.4, R3.5, SSSA R1.4, SPNAP R4.1, R4.2)

SPNAP R4.4 is not met. R4.4 We found no clear evidence of intentions to enable SUCs to contribute to student feedback and development through involvement in university-based practice and/or theoretical assessments. (Condition one)

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Condition one: Produce an implementation timeline documenting the commitment to service user and carer involvement in the programme including co-production, recruitment and curriculum engagement. (SFNME R1.12, R2.7, R5.5, SPNAP R1.1.1-1.1.2, R4.4)
Date: 26 July 2019

Post event review

Identify how the condition(s) is met:

Condition two: The school has produced a plan, including a timeline, documenting preparations for the implementation of the NMC SSSA. The implementation plan provides evidence of how current mentors and sign-off mentors will be identified and prepared for the role of practice supervisor and practice assessor. It includes how staff with an NMC teacher qualification will be prepared for the role of academic assessor. Details are also provided of the content of the preparation sessions which are offered face-to-face or online and are delivered by practice education facilitators and the school. Resources and information to support practice learning will be added to the PARE online system. Guides for practice supervisors, practice and academic assessors have been developed by the NWPEG as well as a revised practice guide for students. Preparation for future practice supervisors and assessors will be provided in the final year of the pre-registration programme and in preceptorship. SPNAP R4.1 are R4.2 are now met. Assurance is provided that SFNME R2.4, R3.5 and SSSA R1.4 is now met

Evidence:

Timeline implementation plan for rolling out SSSA across placements for the FdSc apprenticeship nursing associate programme, undated

FdSc apprenticeship nursing associate programme guide, 2019-2020

Practice guide for trainee nursing associates, revised document, undated

FdSc apprenticeship nursing associate revised programme document, 2019

Condition one: The school has produced an implementation timeline documenting the commitment to SUC involvement in the programme including co-production, recruitment and curriculum engagement. The evidence provides assurance that formative processes include SUCs in teaching and assessment providing opportunity for SUCs to give feedback to students to aid student development. SPNAP R4.4 is now met. Assurance is provided that SFNME R1.12, R2.7, R5.5 are met.

Evidence:

Timeline implementation plan for involvement of service users and carers in the FdSc apprenticeship nursing associate programme, 2019

Date condition(s) met: 4 September 2019

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

SPNAP R4.1, R4.2 and R4.4 are now met.

Assurance is provided that SFNME R1.12, R2.4, R2.7, R3.5, R5.5 and SSSA R1.4 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.

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** ☒

The programme specification doesn't identify a fall-back award with registration.

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: 26 July 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 *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:

4 September 2019

Timeline implementation plan for involvement of service users and carers in the FdSc apprenticeship nursing associate programme, 2019

Timeline implementation plan for rolling out SSSA across placements for the FdSc apprenticeship nursing associate programme, undated

FdSc apprenticeship nursing associate revised programme guide, 2019-2020

Practice guide for trainee nursing associates, revised document, undated

FdSc apprenticeship nursing associate revised programme document, 2019

FdSc apprenticeship nursing associate revised programme plan, September 2019

FdSc apprenticeship nursing associate revised module document 2019-2020, 1 August 2019

MOUs for the following organisations; Alder Hey Children's Hospital NHS Foundation Trust, The Clatterbridge Cancer Centre NHS Foundation Trust, Mersey Care NHS Trust, Royal Liverpool and Broadgreen University Hospital NHS Trust, Southport and Ormskirk Hospital NHS Trust and Liverpool Heart and Chest Hospital NHS Foundation Trust, September 2019

If you stated no above, please provide the reason and mitigation

HE/FE colleges are not part of this programme approval.

![Nursing & Midwifery Council logo]

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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/practice supervisors/practice assessors	☐	☒
Students	☒	☐
If yes, please identify cohort year/programme of study: Three HEE nursing associate students, one x year one and two x year two.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation HE/FE colleges are not part of this programme approval. Practice leads from PLPs organisations were present at the approval visit but there were no prospective practice assessors or practice supervisors.		
Additional comments: The following employers weren't represented at the approval visit: Liverpool Heart and Chest Hospital NHS Foundation Trust The Walton Centre NHS Foundation Trust Southport and Ormskirk Hospital NHS Trust North West Boroughs Healthcare NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust		

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 regulator reports list: CQC reports as follows; Arncliffe Court Nursing Home, published 22 March 2019 Daleside Nursing Home, published 21 November 2018 Wirral University Teaching Hospital NHS Foundation Trust, published 13 July 2018		
If you stated no to any of the above, please provide the reason and mitigation Visits to teaching, learning and library facilities were not required for this approval.		
Additional comments:		

Issue record			
Final Report			
Author:	Joanne Garside	Date:	27 July 2019
Checked by:	Bernie Wallis	Date:	10 September 2019
Approved by:	Leeann Greer	Date:	20 September 2019
Submitted by:	Amy Young	Date:	20 September 2019