

Programme approval visit report

Section one

Programme provider name:	Middlesex University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Camden and Islington NHS Foundation Trust Royal Free London NHS Foundation Trust Barnet, Enfield and Haringey Mental Health NHS Trust North Middlesex University Hospital NHS Trust
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
Title of programme:	Nursing associate apprenticeship programme
Date of approval visit:	17 May 2019
Programme start date:	
Pre-registration nursing associate	<input type="text" value="N/A"/>
Nursing associate apprenticeship	<input type="text" value="7 October 2019"/>
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6
QA visitor(s):	Registrant Visitor: Joanne Garside Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

Middlesex University, school of health and education (the school) has presented a two-year full-time foundation degree nursing associate programme delivered through an apprenticeship route for approval against the NMC Standards for pre-registration nursing associates (SPRNA) and Standards of proficiency for nursing associates.

The programme is developed in partnership with practice learning partners (PLPs). The apprenticeship route is in partnership with: Barnet, Enfield and Haringey mental health NHS Trust, Royal Free London NHS Foundation Trust, Camden and Islington NHS Foundation Trust, Whittington health, Royal Free London NHS Foundation Trust and North Middlesex university hospital Trust. The partnership is effective at operational and strategic levels for the development, delivery and management of the nursing associate programme.

Documentary evidence and discussion at the approval visit confirms the school engages with approved education institutions (AEIs) across London to develop a regional practice assessment document (PAD). Practice assessment is supported by a regional strategy and local plan to implement the Standards for student supervision and assessment (SSSA). The Standards framework for nursing and midwifery education (SFNME) are not met at programme level. The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to three specific conditions. The university made one condition. Visitors made six recommendations.

Updated 13 August 2019

Evidence is provided to meet the conditions and the university condition. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition one: The school must provide a full two-year programme plan reflecting practice allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan. (SFNME R2.3; SPRNA R2.4, R2.7, R3.1)</p> <p>Condition two: Provide a detailed breakdown of hours with a distinction between theory and practice hours applied within the individual modules and the overall programme plan. (SFNME R2.3; SPRNA R2.6, R2.7, R3.3)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Provide definition of protected learning time and written assurance for consistency of implementation from practice learning partners. (SFNME R3.1, R3.7; SPRNA R3.5)</p> <p>Condition four: Revise the programme handbook in relation to discussions held throughout the approval event. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>14 June 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider strengthening service user and carer (SUC) links and involvement in the programme. (SFNME R1.12)</p> <p>Recommendation two: Consider approaches to strengthen the sense of cohort identity. (SPRNA R3.5)</p> <p>Recommendation three: Clarify inter-professional learning within the programme. (SFNME R1.13)</p>

	<p>Recommendation four: Consider making the medicines management summative assessment a compulsory pass/fail. (SFNME R2.2; SPRNA R4.6)</p> <p>Recommendation five: Review the requirement for level two maths and English qualifications on entry to reduce the additional burden for those students who do not have the qualification. (SFNME R2.1; SPRNA R1.6)</p> <p>Recommendation six: Strengthen plans for resource allocation to support the anticipated growth in student numbers. (SFNME R2.14)</p>
Focused areas for future monitoring:	<p>The implementation and monitoring of protected learning time in practice.</p> <p>Resources allocated to support the anticipated growth in the nursing associate provision.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>The programme team have provided evidence of a two-year programme plan, a breakdown of programme hours distinguishing theory and practice hours, details of protected learning time and revision of errors in programme documents. The three NMC and one university condition are now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	We appreciate the opportunity to make observations and welcome the detail provided in the report with a number of positive elements highlighted.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	13 August 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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

The school and PLPs provide evidence of effective partnerships 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. Employer PLPs confirm the programme is developed in partnership with experienced educators and with them to ensure it reflects the needs of the contemporary nursing associate role.

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 documentary evidence for plans to prepare practice learning and academic staff for new roles to meet the SSSA and these are confirmed at the approval visit.

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 audit process across the London area. 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 students.

Recruitment is a joint responsibility between the school and PLP employers. We found students without level 2 mathematics and English on entry are required to undertake additional study to meet the apprenticeship gateway requirements. (Recommendation five) (SFNME R2.1, SPRNA R1.6)

The school in partnership with employer PLPs expect growth in numbers of applications for the pre-registration nursing associate programme although plans for additional academic resources are still in development. (Recommendation six) (SFNME R2.14)

There is a service user strategy which identifies the principles and practice for implementation. We found enthusiastic representatives from the SUC group with experience contributing to the development of the curriculum, recruitment process and some teaching and assessment activities. SUC confirm they are involved in the recruitment process. SUC are enabled and encouraged to contribute to student supervision and assessment processes. SUC input to education programmes is respected and valued in the school, but it is not clear this is all related to the pre-registration nursing associate programme. (Recommendation one) (SFNME R1.12)

Students 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 consultations. Students say partnership working with the school is effective and they are supported in their learning. Student representatives confirm a range of practice and interdisciplinary learning opportunities are available to support learning.

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

[Standards framework for nursing and midwifery education](#) specifically:

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

YES **NO**
- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

YES **NO**
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

YES **NO**

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

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

MET **NOT MET**

R1.5 is met. We found recognition of prior learning (RPL) process is detailed in the programme handbook and specifies up to a maximum of 50 percent. There is an

RPL mapping document. RPL claims are reviewed by the school and approved by an external examiner and ratified at the school quality committee. We found student guidance in the programme handbook indicating that certificated and practice learning may be considered. 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. Any applicant that does not hold a level two qualification at application stage will be given additional support to achieve this. (Recommendation five) (SFNME R2.1, SPRNA R1.6)

There's evidence in programme documents, virtual learning resources, the nursing associate practice assessment document (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 in the practice learning environment.

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 health education England programme to the proposed NMC pre-registration nursing associate apprenticeship programme.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 17 May 2019

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

[Standards framework for nursing and midwifery education](#) specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

- 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 not met. A non-field specific programme is presented across theory and practice learning modules. 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 says hub practice learning placements are undertaken in the area of employment and are supported by spoke practice learning placements. It is in

spoke practice learning placements where students get experience in physical, mental health, children and learning disabilities nursing. However, we found documentation provides a year one plan only. (Condition one) (SFNME R2.3, SPRNA R2.4, R2.7, R3.1)

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 which are highlighted as examples of good practice at the visit, but it is not clear which are timetabled as essential learning or optional extra-curricular activities. (Recommendation three) (SFNME R1.13)

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

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

YES NO

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

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

MET NOT MET

R2.6 is not met. Programme documentation indicates the programme is two years in length. There are 2444 programme hours. Theory and practice learning is sufficient to allow students to be able to meet the Standards of proficiency for nursing associates. Students confirm enough opportunities in theory and practice learning to meet the Standards of proficiency for nursing associates.

The school's practice-based learning unit is responsible for allocating practice learning placements and making arrangements for remediation of unmet theory and practice learning hours if needed. We found evidence for how programme hours are monitored and recorded but no information is available to indicate how programme hours are linked to individual modules. (Condition two) (SFNME R2.3, SPRNA R2.6, R2.7, R3.3)

- 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. Programme documentation contains a variety of teaching and learning strategies. In practice this includes work-based learning and supernumerary alternative (spoke) placements. Theoretical components include blended learning, seminars, simulation and lectures. The module aims, descriptors and learning outcomes are mapped against the Standards of proficiency for nursing associates. Module descriptors do not include designated programme and individual module hours and we cannot confirm that there is an equal balance of theory and practice learning in the documentation. (Condition two) (SFNME R2.3 SPRNA R2.6, R2.7, R3.3).

There's a practice allocation programme plan for year one only but not the whole programme. There must be a full two-year programme plan reflecting practice learning allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan. (Condition one) (SFNME R2.3; SPRNA R2.4, R2.7, R3.1)

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

There must be a full two-year programme plan reflecting practice learning allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan. (Condition one) (SFNME R2.3; SPRNA R2.4, R2.7, R3.1)

There is no information to indicate how programme hours are linked to individual modules. There is no confirmation of an equal balance of theory and practice learning in the documentation. (Condition two) (SFNME R2.3; SPRNA R2.6, R2.7, R3.3)

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**

There must be a full two-year programme plan reflecting practice learning allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan.

Condition one: The school must provide a full two-year programme plan reflecting practice allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan. (SFNME R2.3, SPRNA R2.4, R2.7, R3.1)

There is no information to indicate how programme hours are linked to individual modules. There is no confirmation of an equal balance of theory and practice learning in the documentation.

Condition two: Provide a detailed breakdown of hours with a distinction between theory and practice hours applied within the individual modules and the overall programme plan. (SFNME R2.3; SPRNA R2.6, R2.7, R3.3)

It is not clear which inter-professional learning activities are timetabled as essential learning or optional extra-curricular activities.

Recommendation three: Clarify inter-professional learning within the programme (SFNME R1.13)

Date: 17 May 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The school has provided evidence of a full two-year programme plan reflecting practice allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan.

Evidence:

Programme pathway handbook, 15 July 2019

Breakdown of theory and practice hours, undated

Condition one is now met.

Condition two:

The school has provided evidence of programme hours distinguishing between theory and practice applied in the individual modules and the overall programme plan.

Evidence: Programme pathway handbook, 15 July 2019 Breakdown of theory and practice hours, undated Ongoing achievement record, version four, undated Condition two is now met.		
Date condition(s) met: 13 August 2019		
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for nursing associates</i> to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings</p> <p>R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages</p> <p>R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>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</p> <p>R3.5 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:</p> <p>R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>R3.5.2 Option B: nursing associate students who are on work-placed learning routes:</p> <p>R3.5.2.1 are released for at least 20 percent of the programme for academic study</p> <p>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</p> <p>R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.</p>

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 not met. We found module content and assessments support integration of theory to a variety of practices. Programme documentation states practice learning opportunities are available to allow students to meet the Standards of proficiency for nursing associates with a diverse range of people across the lifespan. PLPs confirm this and students say they are supported to deliver safe and effective care to diverse people across the lifespan in a variety of settings. The programme uses a hub and spoke model however the programme planner only presents a year one template. (Condition one) (SFNME R2.3, SPRNA R2.4, R2.7, R3.1)

We found documentary evidence of a fitness to practise (FTP) panel which is responsible for making judgements 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. Students and PLPs confirm they are aware of how to raise any concerns if needed.

- 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. Documentary evidence demonstrates action planning processes are in place to monitor and follow up student practice learning evaluation. Students confirm their feedback and input into curriculum development and monitoring is valued.

We found evidence of a regional audit document in place to review, monitor and enhance the quality of practice learning environments. Procedures are in place for PLPs to raise concerns and action plans are developed and feedback 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 approved education institution. These processes consider student evaluations of practice learning experiences. A partnership board directs the strategy for the development of the clinical workforce.

The school's practice-based learning unit takes responsibility for preparing and ensuring support, contracts and compliance mechanisms are in place for students and PLPs. Students are supported by practice supervisors, practice assessors and clinical placement facilitators in practice. Each practice learning placement has a link tutor. We found guidance in the PAD on the initial, midpoint and final interviews with students and practice supervisors and practice assessors.

We found good governance in place to support review and compliance of the Standards framework for nursing and midwifery education for the nursing associate programme.

- 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 technology enhanced and simulation-based learning is evidenced throughout the module and programme handbook. Teaching and learning methods focus on the development of cognitive and practical skills through skills sessions and laboratories, use of virtual augmented reality resources and case-based scenarios and patient stories. We saw example screenshots of the virtual case creator and a virtual learning patient scenarios resource. It is not clear if the hours allocated to technology enhanced and simulation-based learning are proportionate as there are no hours allocated in the module specifications. (Condition two) (SFNME R2.3, SPRNA R2.6, R2.7, R3.3)

We found a range of assessment methods that support technology enhanced and simulation-based learning such as online quizzes and practical skills demonstration. Students value the assessment methods and supportive approaches used.

- 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 programme handbook tells students about practice supervisors, practice assessors and academic assessor roles in supporting them through their learning experience. This includes facilitating reasonable adjustments to support learning. This is also found in the practice learning orientation check list,

individualised action planning in the PAD and personal development planning in the curriculum.

We found documentation indicating what resources are 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.

- 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 present option B and interpret this as 18 weeks theory blocks over two years and single theory days in each practice week. The programme team say 18 spoke placement weeks over two years provide protected learning in external practice learning placements which amount to 20 percent of the programme hours. Theory weeks are 40 hours per week in university. Practice hours in supernumerary spoke weeks are 40 hours per week. The school allocates a further eight theory hours during the work-based learning allocation on the hub and spoke placement. However, we do not find any links of theory and practice hours allocation within to the module and curriculum hours.

PLPs and students did not provide an accurate or consistent interpretation of protected learning time or how this will be monitored particularly during their hub placement. One PLP and one student tell us about moving students from their usual place of work because protecting student learning time cannot be always be guaranteed. This must be addressed. (Condition three) (SFNME R3.1, R3.7, SPRNA R3.5)

Students say they do not stand out or have a strong professional identity because they do not wear a specific uniform like other students. (Recommendation two) (SPRNA 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

The programme presented applies a hub and spoke model, however the programme planner only presents a year one template. (Condition one) (SFNME R2.3, SPRNA R2.4, R2.7, R3.1)

It is not clear if the hours allocated to technology enhanced and simulation-based learning are proportionate as there are no hours allocated in the module specifications. (Condition two) (SFNME R2.3, SPRNA R2.6, R2.7, R3.3)

There is no accurate or consistent interpretation of protected learning time or how this will be monitored particularly during the hub placement. This must be addressed. (Condition three) (SFNME R3.1, R3.7, SPRNA R3.5)

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

The programme presented applies a hub and spoke model, however the programme planner only presents a year one template.

Condition one: The school must provide a full two-year programme plan reflecting practice allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan. (SFNME R2.3; SPRNA R2.4, R2.7, R3.1)

It is not clear if the hours allocated to technology enhanced and simulation-based learning are proportionate as there are no hours allocated in the module specifications.

Condition two: Provide a detailed breakdown of hours with a distinction between theory and practice hours applied within the individual modules and the overall programme plan. (SFNME R2.3, SPRNA R2.6, R2.7, R3.3)

There is no accurate or consistent interpretation of protected learning time or how this will be monitored particularly during the hub placement. This must be addressed.

Condition three: Provide definition of protected learning time and written assurance for consistency of implementation from practice learning partners. (SFNME R3.1, R3.7, SPRNA R3.5)

Students say they do not stand out or have a strong professional identity because they do not wear a specific uniform like other students.

Recommendation two: Consider approaches to strengthen the sense of cohort identity. (SPRNA R3.5)

Date: 17 May 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The school has provided evidence of a full two-year programme plan reflecting practice allocation and experience of mental, physical, behavioural and cognitive health conditions across the lifespan.

Evidence:

Programme pathway handbook, 15 July 2019

Breakdown of theory and practice hours, undated

Condition one is now met.

Condition two:

The school has provided evidence of programme hours distinguishing between theory and practice applied in the individual modules and the overall programme plan.

Evidence:

Programme pathway handbook, 15 July 2019

Breakdown of theory and practice hours, undated

Ongoing achievement record, version four, undated

Condition two is now met.

Condition three:

Evidence is provided of definitions of protected learning time and written assurance for consistency of implementation from practice learning partners.

Evidence:

Confirmation of support and awareness regarding protected learning time, undated

Guide for managers, undated

Plans for resource allocation, undated

Condition three is now met.

Date condition(s) met: 13 August 2019

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval process confirm effective partnerships between the school and employer PLPs to meet the SFNME. Processes for identification and preparation of practice supervisors, practice assessors and academic assessors meet the SSSA.

PLPs confirm they are being prepared for new roles as practice supervisors and practice assessors and they understand programme requirements. This is a joint responsibility between the school and PLPs through resources from the pan London practice learning group. Support is available from the programme team and PLP educational leads. Senior PLPs confirm their support to release staff to undertake supervisory and assessment training.

We found evidence of module, practice and programme evaluations and processes are in place to review and follow up any issues. Students say any issues raised are addressed by the programme team.

Students are allocated a named tutor to support them throughout the programme. All placements 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 quality monitoring panel which meets three times each year to review programme feedback from theory and practice. 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)

MET **NOT MET**

R4.2 is met. The school participates in a regional approach to implementing the SSSA. This ensures consistency across London. PLPs confirm this. We found evidence of resources and a programme of preparation for practice supervisors and practice assessors. Current mentors and sign off mentors will be transferred to practice supervisor and practice assessor roles following a three hour online or face-to-face update of the new NMC Standards. PLPs will ensure records are kept on practice supervisor and practice assessor training and update which will be

supported by the school's practice-based learning unit. Documentary evidence and the approval process supports identifying and preparing appropriate academic staff for the academic assessor role. The school confirms this is recognised in 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)

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 all module specifications have formative and summative assessment strategies. Learning outcomes map to module descriptors. Formative feedback is given to students by practice supervisors and practice assessors and service users and carers in the PAD prior to summative assessment by the practice assessor and academic assessor. Service users also contribute to practical assessments. Students receive feedback on summative assessments within 15 days of submission which is confirmed by students and the programme team. Students tell us they value assessment feedback which helps them develop in theory and practice learning.

We found programme documentation on assessment regulations. A variety of assessment tasks are used including examination, concept maps, essays, practical skills demonstrations, open book quizzes, online posters, drug calculation tests, reflections from practice and the PAD.

Health numeracy is tested with a pass score of 100 percent. In module NIP1902, part of the assessment strategy is an open book pharmacology examination assessed to 40 percent of the module marks. This assessment can be compensated meaning students can pass the module without passing the pharmacology examination. (Recommendation four) (SFNME R2.2, SPRNA R4.6)

- 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 placements that ensures students meet the Standards for proficiency for nursing associates. The approval process confirms this.

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met

YES NO

Outcome

Is the standard met?

MET **NOT MET**

Date: 17 May 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

The programme specification does not 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: 17 May 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>List additional documentation:</p> <p>Capital nurse presentation, undated</p> <p>Practice learning environment audit, 2019</p> <p>Pan London guide to SSSA, undated</p> <p>Preparation template for academic assessor, practice assessor and practice assessor role, undated</p> <p>Post visit evidence:</p> <p>Programme pathway handbook, 15 July 2019</p> <p>Breakdown of theory and practice hours, undated</p> <p>Ongoing achievement record, version four, undated</p> <p>Confirmation of support and awareness regarding protected learning time, undated</p> <p>Guide for managers, undated</p> <p>Plans for resource allocation, undated</p>		
If you stated no above, please provide the reason and mitigation		

Additional comments:

A request for signed agreement for protected learning is stipulated as a condition.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study:</p> <p>Five x year one - December 2018 cohort representatives. No other students present.</p> <p>Two x former pre-registration nursing associate students who are new registrant nursing associates.</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no to any of the above, please provide the reason and mitigation</p>		
<p>Additional comments:</p>		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list:		
If you stated no to any of the above, please provide the reason and mitigation Not required as an existing approved education institution.		
Additional comments:		

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Issue record

Final Report

Author:	Joanne Garside	Date:	2 June 2019
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