Nursing & Midwifery Council

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

MOTT MACDONALD

Introduction

We refused approval of the programme(s) listed in this report as nine conditions were set during the approval process and we allow up to five conditions for a programme to be approved.

The conditions are outlined in the report.

A programme can't run until it has successfully passed our programme approval process and we've confirmed in writing that it has been approved.

As such, the programme(s) contained within this report can't run until we have granted approval.

As there are currently students on the legacy Health Education England (HEE) Nursing Associate programme (pre-NMC standards), we have liaised with HEE over this refusal. HEE have subsequently carried out further quality assurance and provided us with robust assurance in relation to the student learning experience on the current programme.

Programme approval visit report

Section one

Programme provider name:	University of Bedfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Buckinghamshire Healthcare Trust Bedford Hospitals NHS Trust Hertfordshire Community NHS Trust East and North Hertfordshire NHS Trust East London Foundation Trust Luton and Dunstable Hospital NHS Foundation Trust Milton Keynes Hospital NHS Trust
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Title of programme:	Foundation degree science (FdSc) nursing associate FdSc nursing associate practitioner (apprenticeship)
Date of approval visit:	2 July 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	30 September 2019 30 September 2019
Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Peter Griffin Lay Visitor: Sophia Hunt

Summary of review and findings

The University of Bedfordshire (UoB), faculty of health and social care sciences, presented a two-year full-time foundation degree science (FdSc) nursing associate programme for approval against the Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates (NMC, 2018). Two full-time routes are proposed: a direct entry route and an apprenticeship route. The UoB, an established approved education institution (AEI), currently delivers a nursing associate (NA) programme based on Health Education England (HEE) curriculum.

The programme documentation and approval process do not provide assurance of effective partnership working between the AEI, employers, practice learning partners (PLPs), students and service users and carers (SUC) as key stakeholders. There is very limited evidence of the involvement of each key stakeholder group and no evidence of co-production in the design of the programme proposal.

Programme documentation contains errors and factual inaccuracies. One example of this is the programme has been aligned to the 2017 nursing associate apprenticeship standard instead of the 2019 nursing associate apprenticeship standard.

UoB has adopted the pan-England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR). Whilst this initiative provides a consistent approach to the assessment of practice, there is little understanding and clarity regarding this documentation demonstrated by the PLPs, students and the programme team.

The following employers attended the approval visit in support of the NA apprenticeship but not the direct entry route: Bedford Hospital NHS Trust, East London NHS Foundation Trust, Cambridgeshire and Peterborough NHS Foundation Trust, Bedford Community Mental Health Teams, Luton Community Mental Health Teams, Luton and Dunstable University Hospital NHS Trust, Cambridgeshire Community Services, and West Hertfordshire Hospitals NHS Trust. The employers told us, they have not been directly involved in programme development; have not agreed to support a direct entry route; and, have not agreed to the transfer of current HEE students to the Standards for pre-registration nursing associate programmes (NMC, 2018).

The PLPs we met are not able to clearly describe processes for raising and escalating concerns regarding any aspect of practice learning. This creates a risk to students and public protection, with regard to safety within the practice learning environment and the quality of the student learning experience. Students state that they have lost confidence in raising concerns to the UoB, as previous concerns have not been responded to. This resulted in a student not reporting serious

concerns regarding patient safety to the UoB. These concerns were reported via the PLP.

We met with the programme team, PLPs, employers, students, practice supervisors and assessors and service users and carers during the approval visit. From the lack of evidence and findings at the approval visit we are not assured that the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. Four out of five Standards for pre-registration nursing associate programmes are not met including a number of requirements under each standard.

Findings from documentary evidence and at the programme approval visit resulted in eight conditions relating directly to NMC Standards and requirements and eleven university conditions. Five recommendations relating to NMC Standards are made. The SFNME, (NMC, 2018) is not effectively mapped to the programme and not met at programme level. The Standards for student supervision and assessment, (SSSA), (NMC, 2018) are met at programme level.

The programme is not recommended to the NMC for approval. There are 11 AEI conditions.

The NMC conditions are:

Condition one: Provide clarity and consistency of the theory and practice programme hours for the nursing associate (apprenticeship route) across the programme documentation. (SPNAP R2.6, R2.7) (Joint AEI and NMC condition)

Condition two: Provide assurance and confirmation that nursing associate direct entry students will be supernumerary for a minimum of 1,150 hours in line with option A. (SPNAP R3.5)

Provide assurance and confirmation that nursing associate apprentices will have protected learning time of a minimum of 1,150 hours in line with option B. (SPNAP R3.5)

Condition three: Programme documentation must apply the Institute for Apprenticeships and Technical Education (IfATE) Nursing associate apprenticeship standard 2019 mapped to the SPNAP, (NMC 2018). (SFNME 2.1) (Joint AEI and NMC condition)

Condition four: Practice assessment must have clear formative and summative points mapped to module learning outcomes. (SPNAP R4.4, SFNME R5.8)

Condition five: Provide documentation to permit recognition of prior learning (RPL) capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes up to a maximum of 50 percent. (SPNAP 1.5) (Joint AEI and NMC condition)

Condition six: Ensure the programme is designed, developed, delivered, evaluated and co-produced with service users, students, PLPs and employers. (SFNME R1.12, R5.5)

Condition seven: PLPs need to provide assurance of placement capacity and that supervision and support is in place for nursing associate students studying the direct entry route. (SFNME 2.14)

Condition eight: Ensure the partnership agreement between the AEI and employers supports the transfer of current HEE trainee nurse associate (TNA) apprentices to the new SPNAP standards. (SFNME 2.1)

Ensure current TNAs consent to the transfer to the new SPNAP standards. (SFNME 2.1)

NMC recommendations are:

Recommendation one: Recommend revising the AEI supplementary text in relation to resit opportunity within the NA PAD. (SPNAP R4.7)

Recommendation two: Consider scoping the numbers of academic assessors required to support nursing associate over a two-year period and in relation to other NMC programmes requiring academic assessors. (SFNME R2.14, SPNAP R4.2)

Recommendation three: Consider providing a glossary of terms in student/apprentice facing documentation to explain multiple support roles available to TNAs. (SFNME R3.2)

Recommendation four: Consider detailing the process of communication between practice assessors and academic assessors. (SPNAP R4.2)

Recommendation five: Consider seeking variation from the university regulations to remove the 50 percent maximum RPL limit to admit current NMC registered nurses without restriction on their practice. (SPNAP R1.5)

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 ☒
Recommendations to enhance the programme delivery:	NMC recommendations are: Recommendation one: Recommend revising the AEI supplementary text in relation to resit opportunity within the NA PAD. (SPNAP R4.7) Recommendation two: Consider scoping the numbers of academic assessors required to support nursing associate over a two-year period and in relation to other NMC programmes requiring academic assessors. (SFNME R2.14, SPNAP R4.2)

	Recommendation three: Consider providing a glossary of terms in student/apprentice facing documentation to explain multiple support roles available to TNAs. (SFNME R3.2)
	Recommendation four: Consider detailing the process of communication between practice assessors and academic assessors. (SPNAP R4.2)
	Recommendation five: Consider seeking variation from the university regulations to remove the 50 percent maximum RPL limit to admit current NMC registered nurses without restriction on their practice. (SPNAP R1.5)
Focused areas for future monitoring:	Future monitoring must explore the quality of student experience and support within the practice learning environment. This should include: Achievement of supernumerary status for direct entry students. Monitoring of protected learning time for student NA apprentices. Achievement of programme hours. Support provided to students who raise and escalate concerns. The engagement of all stakeholders within the ongoing development, monitoring, delivery and evaluation of the programme. The consistency of approach to supporting and facilitating student learning across the PLPs. Adequate numbers of suitably prepared and updated practice supervisors and practice assessors.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**

Summary of observations made, if applicable	AEI observations are supplied as a separate document.

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

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Findings against the standard and requirements

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

We found limited evidence of effective partnership working between the programme team and PLPs and apprenticeship employers. The documentary analysis and meetings at the approval visit demonstrate limited commitment by the AEI to work with stakeholders to co-produce, deliver and monitor the programme. At the approval visit none of the PLPs and apprenticeship employers, students, service users and carers that we met have been involved in or invited to participate in the programme design and development process. (Condition seven) (SFNME R1.12, R5.5)

PLPs and employers were represented at the approval visit. PLPs are unclear about the proposed NA programme and the implementation of the SPNAP (NMC, 2018). Employers and PLPs have not been consulted regarding transfer of existing apprenticeship students to the proposed new NMC programme. They told us they were not aware that existing apprenticeships students were transferring to the proposed curriculum. (Condition nine) (SFNME R2.1)

The PLPs have plans in place to facilitate the implementation of the SSSA (NMC, 2018). Programme documentation contains multiple support roles to guide students throughout the programme. The programme team are advised to consider providing a glossary of terms in student/apprentice facing documentation to explain the multiple support roles available to TNAs. (Recommendation three) (SFNME 3.2)

Some PLPs are unaware of the direct entry self-funded route into the FdSc Nursing associate programme. However, others told us the self-funded route is a challenge in terms of learner capacity and ensuring the quality of practice learning is not compromised. PLPs have not made a formal commitment to the AEI to

provide placement capacity for the direct entry route. (Condition eight) (SFNME R1.2)

Documentary analysis confirms there is both policy and procedure for raising concerns in practice. This is detailed in the student facing practice learning handbook and a flow chart details the steps to raise a concern in practice. At the approval visit we met four current HEE students from one apprenticeship cohort. These students report high levels of dissatisfaction in the support from both PLPs and the AEI. They expressed a number of concerns. These concerns included limited access to protected learning time and supervision, concerns around staffing numbers, quality of patient care and attending placement on their days off and during annual leave to complete their PAD. Students told us that the AEI was unresponsive to concerns raised, which include concerns around patient safety. Students state that they have lost confidence in raising concerns to the UoB, as prior concerns have not been responded to. This resulted in a student not reporting serious concerns regarding patient safety to the UoB. These concerns were reported via the PLP.

The concerns raised fall outside the remit of the approval process but were escalated to the NMC to report to those with responsibility to investigate.

The students we met are not aware that there is a new programme proposal and are unaware of the proposal to transfer to the proposed programme. (Condition nine) (SFNME R2.1)

Documentary analysis confirms a current SUC policy is in place and states that SUCs are involved in all elements of the student journey, including attending open days, involvement in selection and recruitment and programme development. We met two SUCs at the approval visit. They told us they have not contributed to the proposed programme development, or current programme delivery. We did not hear evidence of support mechanisms, described in the SUC policy, as being in place for SUC involvement or of co-ordination of SUC involvement in the current HEE programme. We conclude that the SUC policy has not been applied to the proposed programme. (Condition seven) (SFNME R1.12, R5.5)

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,

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MET ☐   NOT MET ☒

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We are not assured that there are effective governance systems in place to ensure compliance with regulatory, professional and educational requirements. For example, documentary analysis refers to the Institute for Apprenticeships and Technical Education (IfATE), Nursing associate standard (IfATE, 2017) and Future Nurse. (Condition three)

The proposed programme is not designed and developed in co-production with service users, students, employers and PLPs. (Condition seven) (SFNME R1.12, R5.5)

Some PLPs are unaware of, and some are challenged by, the AEIs proposal to introduce a direct-entry route where students self-fund the FdSc Nursing associate programme. There is no clear commitment of placement capacity or intention to facilitate supernumerary student placements. (Condition eight) (SFNME 2.14)

The students and PLPs we met are unaware that the AEI has submitted a proposal to transfer existing apprenticeship students onto the new programme. (Condition nine) (SFNME 2.1)

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

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MET ☒   NOT MET ☐

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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

The programme is not mapped against the current NA apprenticeship standard (IfATE, 2019). Condition three: Programme documentation must apply the IfATE Nursing associate apprenticeship standard 2019 which is mapped to the NMC 2018 Standards for pre-registration nursing associate programmes. (SFNME 2.1) (Joint AEI and NMC condition)

The stakeholder groups we met during the approval visit confirm that they have not been involved in the design of the programme.

Condition seven: Ensure the proposed programme is designed, developed, delivered, evaluated and co-produced with service users, students, PLPs and employers. (SFNME R1.12, R5.5)

Some PLPs are unaware of, and some are challenged by, the AEI's proposal to introduce a direct-entry route where students self-fund the FdSc Nursing associate programme. There is no clear commitment to placement capacity or intention to facilitate supernumerary student placements.

Condition eight: PLPs need to provide assurance of placement capacity and that supervision and support is in place for nursing associate students studying the direct entry route. (SFNME R2.14)

The students and PLPs we met are unaware that the AEI has submitted a proposal to transfer existing apprenticeship students on to the new programme.

Condition nine: Ensure the partnership agreement between AEI and employers supports the transfer of current HEE TNA apprentices to the new SPNAP standards. (SFNME R2.1)

Ensure current TNAs consent to the transfer to the new SPAP standards. (SFNME R2.1)

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

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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** ☒

The mechanism for the transfer of current HEE nursing associate apprentices to the proposed programme via RPL is unclear. The UoB must provide evidence of mapping documents against the Standards of proficiency for nursing associates and programme outcomes to support the proposed transfer of existing apprenticeship students to the proposed programme. (Condition five) (Joint AEI and NMC condition)

The programme documentation states that the UoB will permit RPL that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes above 50 percent of the programme for applicants who are currently a NMC registered nurse without restrictions on practice. However, there is no approved variation to standard university regulations to allow this at the UoB. (Recommendation five)

- 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. Evidence is provided that the programme meets NMC requirements, including mapping how the proficiencies and programme outcomes are met across the modules and practice assessments.

There is detail provided that support strategies are in place for students throughout the programme to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. Students participate in a 'Learning Gain' project during induction week (welcome week) to assess numeracy and verbal reasoning skills. These skills are reassessed at points during the programme to ensure students are progressing in their skills. The students receive additional support from a 'study hub' team in order to develop their literacy, numeracy and digital literacy skills. The proposed programme includes an academic skills development unit that focuses on numeracy, literacy and digital technology skills and competency development. The NA PAD includes competencies relating to literacy and digital and technological literacy.

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*

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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** ☒

Documentary analysis and discussion with the programme team confirms intent to transfer current HEE nursing associate apprentices to the proposed programme. The UoB has not provided mapping documents to support the proposed transfer of students from the HEE curriculum and the apprenticeship standards (IfATE, 2017) to the NMC programme standards and apprenticeship standards (IfATE, 2019. (Condition five) (Joint AEI and NMC condition)

Documentary analysis does not detail any form of consultation with current HEE student nursing associates and this was triangulated at the approval visit. The students that we met are unaware of the proposed programme or the intention to transfer to the NMC programmes Employers are also unaware of the proposed transfer of their apprentices to the Standards for nursing associate programmes (NMC, 2018). (Condition five and Condition nine)

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

YES ☐   **NO** ☒

There are a number of requirements from the SFNME that are not met in relation to standard one, specifically R2.8 in relation to RPL process and the absence of mapping to programme learning outcomes and proficiencies. (Condition five)

The school has not sought RPL variation from the UoB regulations to apply the SPNAP R1.5. (Condition six)

Whilst there is documentary evidence of the intent to co-produce the programme with stakeholders this was not triangulated at the approval visit in relation to SFNME R1.12, R5.5. (Condition seven)

The students and PLPs are unaware that the AEI has submitted a proposal to transfer existing apprenticeship students on to the new programme. This does not comply with the competitions and marketing authority regulation (CMA) and the SFNME R2.1. (Condition nine)

Outcome

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

The UoB is seeking to transfer current HEE nursing associate apprentices to the proposed NMC programme. The UoB must provide mapping documents to support the proposed transfer of existing apprenticeship students to the proposed programme.

Condition five: Provide documentation to permit recognition of prior learning (RPL) capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes up to a maximum of 50 percent. (SPNAP R1.5) (Joint AEI and NMC condition)

Whilst there is documentary evidence of the intent to co-produce the programme with stakeholders this was not triangulated at the approval visit in relation to the SFNME R1.12.

Condition six: Ensure the programme is designed, developed, delivered, evaluated and co-produced with service users, students, PLPs and employers. (SFNME R1.12, R5.5)

The students and PLPs are unaware that the AEI has submitted a proposal to transfer existing apprenticeship students on to the new programme. This does not comply with the CMA regulation and SFNME R2.1.

Condition eight: Ensure the partnership agreement between AEI and employers supports the transfer of current HEE TNA apprentices to the new SPNAP standards. (SFNME R2.1)

Ensure current TNAs consent to the transfer to the new SPNAP standards. (SFNME R2.1)

Date: 2 July 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)

<div align="right">MET ☒   NOT MET ☐</div>

R2.4 is met. The programme structure supports experience of care across the lifespan and in a variety of settings and provides an appropriate breadth of experience. The OAR shows how this is monitored for each student's journey. The programme team told us how this is achieved with a practice day in an external setting each week. The PLPs assured us of the value of this practice experience model. A current student under the HEE curriculum told us that their practice learning area predominantly involves the older adult. However, there is intent from the programme team, evidenced in the programme documentation, to provide experience across the lifespan. The course and unit information forms list a range of placements across mental health, learning disabilities, acute surgery and medicine in both hospital and community settings.

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

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

<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 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)

<div align="right">MET ☐   NOT MET ☒</div>

R2.6 is not met. Documentary analysis of the direct entry route confirms that the programme hours are sufficient to meet the Standards of proficiency for nursing associates as stated in the course plan. However, there is an inaccuracy in the nursing associate handbook which states that the programme requires 675 hours of practice. This requires correction.

Documentary analysis reveals inconsistencies in the calculation of theory and practice hours for apprenticeship students. The nursing associate apprenticeship course plan document provided in response to the initial draft programme approval report illustrates a short fall of theory hours (1,141.5 hours are identified as theory learning). Other programme documentation shows an excess of theory hours. The course information form for the apprenticeship route shows 2,292 hours of protected learning time whereas the course plan shows 1,150 hours of protected

learning time. The identified programme hours are inconsistent within the programme documentation. (Condition one) (Joint AEI and NMC condition)

- 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. There are inconsistencies in the documentation of theory and practice learning hours for direct entry students and apprentices, we cannot be assured of an equal balance due to the inconsistency in documentation. (Condition one) (SPNAP R2.6, R2.7)

There is limited narrative in relation to the range of teaching and learning strategies proposed in the new programme. Documentary analysis reveals teaching and learning strategies based on four principles. The strategy seeks to ensure 'immediate professional relevance' and includes the use of case studies and exemplars, where students draw on their own experiences as a learner centred approach. The programme team aim to foster active learning and develop professional knowledge through interactive teaching and learning strategies. Drawing on expertise-by-experience is a key approach. The approach centres on reflection on practice.

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

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

YES ☐   **NO** ☒

Registration is sought solely with the NMC.

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

YES ☐   **NO** ☒

PLPs, employers, students and SUC told us they had not contributed to the proposed programme. Curricula must be co-produced with stakeholders who have experience relevant to the programme. (Condition seven) (SFNME R1.2, R5.5)

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 are inconsistencies in the documentation of theory and practice learning hours for apprentices, we cannot be assured of an equal balance due to the inconsistency in documentation. It is not clear how the programme plan provided for apprenticeship students on the proposed programme meets the required hours of the SPNAP. The programme hours outlined in the course and unit information forms for the apprenticeship programme do not correlate with the programme planner. The programme hours are not consistently in line with the NMC standard.

Condition one: Provide clarity and consistency of the theory and practice programme hours for the nursing associate (apprenticeship route) across the programme documentation. (SPNAP R2.6, R2.7) (Joint AEI and NMC condition)

PLPs, employers, students and SUC told us they had not contributed to the proposed programme. Curricula must be co-produced with stakeholders who have experience relevant to the programme. (Condition seven) (SFNME R1.2, R5.5)

Date: 2 July 2019

Standard 3: Practice learning

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

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

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

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

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

R3.5 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. The pan-England nursing associate practice assessment documents and OAR provide evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for nursing associates. This includes the requirement to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings.

Students told us that practice learning allocations currently focus on elderly adult care. However, the programme team told us that in the proposed programme allocation to practice learning areas are arranged in three categories: acute hospital; community and home; and mental health. Students will experience one of these per semester across each year. Documentary analysis confirms this approach in the proposed programme.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.2 is met. The hub and spoke placement allocation model is designed to ensure students are allocated to a variety of practice learning experiences to meet the holistic needs of people of all ages. Special practice learning visits are planned within placements in year one of the programme to ensure that students have experience in all fields of practice. For example, the community and home

category of placements, includes special visits to school nurses and the crisis team. Within year two, there are additional special visits added, such as critical care/emergency department, paediatric community outreach and head injury care facilities.

Achievement of the proficiencies is monitored through the NA PAD. These processes are confirmed by the programme team, student representatives and the PLPs.

Documentary analysis show partnership agreement templates are used to provide strategic oversight of practice learning and supports information sharing and commitment to quality monitoring. There is documentary evidence that annual educational audits are undertaken in partnership with PLPs, to assess, monitor and evaluate placement practice learning experiences. Any proposed service reconfigurations are assessed in relation to risks to student learning experience or patient safety. PLPs told us they are involved in educational audit. Students told us they receive placement profiles, but they can be out of date. Students confirmed that they complete evaluations of their practice learning experience.

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

MET ☒   NOT MET ☐

R3.3 is met. Documentary and verbal evidence at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Students are required to use digital and technological skills when creating a poster for assessment in the 'consolidating nursing associate practice' unit within year two of the programme. Simulation is used to teach skills to enable students to link to theory and practice within units. Students engage with the UoB virtual learning environment throughout their programme including the use of Elsevier for skills development. When students use Elsevier, they complete online activities relating to skills development, followed by practice of those skills in the skills or simulation centres. All students have access to 'study hub online' to enhance existing technology skills.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

MET ☒   NOT MET ☐

R3.4 is met. Documentary evidence confirms that students requiring reasonable adjustments are reviewed by occupational health and recommendations are sent to the portfolio lead and head of school for review. Each case is reviewed, and an action plan developed to support the student's needs. An equality impact statement is included in all unit information forms which asks if there are any aspects of the programme that may present difficulties, anticipatory adjustments

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and actions are listed. PLPs confirm their ability to support students requiring reasonable adjustments in practice. Students are aware that they are not obliged to inform PLPs of any disability and are aware that reasonable adjustments cannot be made if they have not been informed. Student facing documentation details the requirement for student consent.

- 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. Documentary evidence states that direct entry students will adhere to option A, with students' supernumerary throughout their placements. However, some documentation is contradictory and refers to 'home base protected learning time', rather than supernumerary status during practice learning hours. PLPs are unable to confirm arrangements for direct entry students as they are either unaware of the route or have not agreed to support direct entry students.

HEE students told us they receive limited protected learning time and have irregular contact with their mentor. They say the TNA role is poorly understood in practice and they often work as a health care assistant. Students told us they have arrived at practice placements and were told to go home. Students state they had their placement hours signed off despite attending for only a brief period of time, Students confirm they are released for a minimum of 20 percent of the programme for academic study.

There is documentary evidence in the proposed programme that apprentice students will be released for a minimum of 20 percent of the programme for academic study, this was confirmed by employers. There is documentary evidence that apprentice students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time (supernumerary) in external practice placements, enabling them to develop the breadth of experience required for a generic role. This is confirmed by employers and PLPs.

However, information provided for students and PLPs on protected learning time and supernumerary status is inconsistent and has the potential to cause confusion for students in practice and PLPs involved in practice supervision. The practice

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learning handbook does not provide any information in relation to nursing associates on either route. There also no reference to protected learning time in the practice learning handbook. The monitoring of supernumerary status for direct entry students and protected learning time for apprentices also requires clarity. (Condition two) (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** ☒

The documentation does not provide assurance that nursing associate students or apprentices will have protected learning time. Documentation is inconsistent and may be confusing for students and PLPs. It is not clear how the UoB or the PLPs will work together to monitor protected learning time.

Assurance must be provided that nursing associate students' learning time is protected. There is no evidence that the AEI and PLPs have worked together to agree a strategy for providing and assuring protected learning time. Practice assessors and practice supervisors will need clear guidance and ongoing information regarding option A and option B for the two groups of students (direct-entry and apprenticeship). The practice learning handbook for the forthcoming academic year contains no information with regard to nursing associates, other than stating the "other programme standards e.g. midwifery and nursing associate will follow".

Condition two: Provide assurance and confirmation that nursing associate direct entry students will be supernumerary for a minimum of 1,150 hours in line with option A. (SPNAP R3.5)

Provide assurance and confirmation that nursing associate apprentices will have protected learning time of a minimum of 1,150 hours in line with option B. (SPNAP R3.5)

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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. The documentary analysis and discussion at the approval visit provides assurance that the programme team, in collaboration with PLPs, will ensure that student support, supervision, learning and assessment complies with the SFNME. We have seen and heard evidence of how individuals are being prepared for their new roles to comply with the SSSA. This includes academic staff in the university and prospective assessors and supervisors in the PLP organisations.

There's a strategy for completing educational audits of practice learning environments in partnership with PLPs. Educational audit documentation uses objective criteria for the approval of practice learning environments. There is a process for practice placement evaluation and a process to audit new practice placement areas.

The practice learning handbook outlines the roles of practice supervisor, practice assessor and academic assessor. Documentary evidence states a three-day preparation workshop for practice assessors and a one-day workshop for practice supervisors is in place.

The AEI works in partnership with PLPs to provide annual updates for mentors, practice supervisors and practice assessors, which are also available online. These are reviewed in partnership with PLPs on an annual basis through the practice experience group.

There is limited evidence that the AEI has scoped the numbers of academic assessors to meet SSSA requirements to support the SPNAP. (Recommendation two)

Recommendation two: consider scoping the numbers of academic assessors required to support nursing associate over a two-year period and in relation to other NMC programmes requiring academic assessors. (SFNME R2.14)

- 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 documentary analysis and discussion at the approval visit provides assurance that there are processes in place to identify practice assessors and practice supervisors and prepare them for their role in relation to the SSSA.

PLPs are proactive in the implementation of the SSSA. The PLPs we met have been working collaboratively to ensure a consistent approach to the training and preparation of their existing mentor workforce. They told us that the majority of supervisors will initially be NMC registrants however they will work towards expanding the number of supervisors who are registrants from other disciplines. PLPs told us that they intend to keep a practice assessor and supervisor data base.

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

provides practice learning guidance and assessment requirements which maps to the Standards of proficiency for nursing associates. Introductory guidance details the responsibilities of the practice supervisor and practice assessor, and practice assessors record their decisions on the assessment of student progress and proficiency.

The AEI has staff development in place for the academic assessor role however the process of communication between practice assessors and academic assessors could be made explicit. (Recommendation four)

Recommendation four: consider detailing the process of communication between practice assessors and academic assessors. (SPNAP R4.2)

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. Documentary evidence confirms that formative assessment is integral to the proposed programme in both theory and practice elements.

Theory units are clear in their assessment and feedback plans. In terms of practice learning, the PAD specifies the requirement for mid-point written and verbal feedback from the practice assessor, alongside ongoing verbal and written feedback from practice supervisor(s). However, guidance relating to resit opportunities could be clearer, there is a risk that a resit opportunity may be offered outside of academic process. (Recommendation one)

Recommendation one: consider revising the AEI supplementary text in relation to resit opportunity within the PAD. (SPNAP R4.7)

The students we met at the approval visit state that generally feedback on their academic work is clear and helps to support their development. However, in the proposed programme there is a lack of clarity with respect to the assessment strategy for the five units titled 'theory for practice'. It is not clear which elements are formative and which are summative. As a result, it is not clear how much practice learning is required to undertake a summative assessment. At the

approval visit the senior team acknowledged the issue raised. (Condition four) (SPNAP R4.4, SFNME R5.8)

- 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 is programme mapping within the documentation submitted for approval. This includes mapping of the theory and practice modules to demonstrate that students have the opportunity to meet the Standards of proficiency for nursing associates and programme outcomes. The NA PAD has been mapped to the Standards of proficiency for nursing associates. The programme team provided assurance through discussion at the approval visit that the practice learning experiences students will have, will provide them with appropriate opportunities to meet the SPNAP.

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** ☒

In the proposed programme there is a lack of clarity with respect to the assessment strategy for the five units titled 'theory for practice'. It is not clear what elements are formative and which are summative. As a result, it is not clear how much practice learning is required to undertake a summative assessment. At the approval visit the senior team acknowledged the issue raised. (Condition four)

Condition four: Practice assessment must have clear formative and summative points mapped to module learning outcomes. (SFNME R5.8, SPNAP R4.4)

Date: 2 July 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 ☒

Fall back award does not include NMC 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: 2 July 2019

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)	☐	☒

Document	Yes	No
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme.	☐	☒
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☐	☒
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	☐	☒
List additional documentation:		

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

Programme document available, including proposal, rationale and consultation.

Student university handbook - content is integrated into the programme handbook

Student facing documentation including HE/FE college information for students - not applicable.

Practice learning handbook for practice supervisors and assessors specific to the programme - not available.

Academic assessor focused information specific to the programme - not provided to the visitors.

Mapping document providing evidence of how the education institution has met the SFNME (NMC, 2018) - not provided.

Mapping document providing evidence of how the SSSA (NMC, 2018) apply to the programme - not provided.

External examiner appointments and arrangements - not in place. This is an AEI condition.

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Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning - this is not in place.
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: Four students on the HEE curriculum via an apprenticeship route.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation HE/FE college senior managers - not relevant.		
Additional comments: We met with two service users during the visit. One has met the programme team and has made comments regarding students' union information to be included within the programme handbook. The other service user was new to the role and was unsure how they could be involved in the programme.		

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: Care Quality Commission report Oxford University NHS Foundation Trust Hospital NHS Trust		
If you stated no to any of the above, please provide the reason and mitigation The UOB already has existing AEI status and offers established nursing programmes within the faculty.		
Additional comments:		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author:	Peter Griffin	Date:	18 July 2019
Checked by:	Pam Page	Date:	16 September 2019

Approved by:	Leeann Greer	Date:	16 September 2019
Submitted by:	Lucy Percival	Date:	16 September 2019