Nursing & Midwifery Council

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Programme approval visit report

Section one

Programme provider name:	University of Bolton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Northern Devon Healthcare NHS Trust Wigan Wrightington and Leigh NHS Foundation Trust Manchester University NHS Foundation Trust Stockport NHS Foundation Trust Airedale NHS Foundation Trust, Community Services, Skipton Hospital, Castleberg Hospital, Skipton General Hospital, Ilkley Coronation Hospital Bradford Teaching Hospitals NHS Trust Tameside and Glossop Integrated Care NHS Foundation Trust Lancashire Teaching Hospitals NHS Trust Bolton NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Title of programme:	FdSc Nursing Associate FdSc Nursing associate higher apprenticeship
Date of approval visit:	19 June 2019

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

Academic level:	England
	☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Tony Bottiglieri
	Lay Visitor: Mary Rooke

Summary of review and findings

The University of Bolton, (UoB) school of nursing and midwifery in the faculty of health and well-being presented programme documentation for the approval of a pre-registration nursing associate programme. The programme is a two-year foundation degree science (FdSc) nursing associate full-time programme and a part-time higher apprenticeship route. Successful completion of the programme enables eligibility to register as a nursing associate with the Nursing and Midwifery Council (NMC). The programme is mapped to the Standards for pre-registration nursing associate programmes (NMC, 2018) and the Standards of proficiency for nursing associates (NMC, 2018).

The programme has been developed with, and is supported by, a wide group of practice learning partners (PLPs)/employers: Airedale NHS Foundation Trust; Wrighton, Wigan and Leigh Foundation NHS Trust; Bradford Teaching Hospital NHS Foundation Trust; Stockport NHS Foundation Trust; Tameside and Glossop Integrated Care and NHS Foundation Trust; Manchester NHS Foundation Trust: Bolton Foundation NHS Trust, Elysium Healthcare: and, Springhill Hospice.

There is evidence of effective partnership working with key stakeholders. UoB is a member of the Greater Manchester practice education group (GMPEG). GMPEG is a strategic partnership group of AEIs, Health Education England (HEE) and PLPs who coordinate and plan for nursing associate programme requirements across the Greater Manchester region. The group has worked together to develop a strategy to implement the Standards for student support and assessment (NMC, 2018).

There is an England nursing associate practice assessment document (NAPAD) and ongoing achievement record (OAR) to record and monitor the student's progress and achievement of the Standards of proficiency for nursing associates.

The UoB programme team and PLPs confirmed that issues arising from Care Quality Commission quality reviews which impact on the practice learning environment (PLE) are managed through the partnership educational audit and quality assurance processes. Action plans are implemented to manage the risks and monitored by the partnership mechanisms, including student placement feedback and evidence from PLE audits.

In addition to delivery of the proposed programme at the UoB campus the university propose to deliver the programme at two additional satellite sites:

Bradford Further Education (FE) College and Petroc FE and higher education College, North Devon. Prior to the approval visit QA visitors reviewed both proposed satellite teaching sites and associated NHS Trusts to ensure that the student learning and teaching experiences and access to other student services are equitable to students based at UoB main campus.

The findings from the visit to Petroc FE College included: unsatisfactory infrastructure at the College including simulation facilities; insufficient appropriately qualified academic staff; lack of governance and quality assurance processes and collaboration with other AEIs who use the same practice learning environments.

The university approval panel raised issues about the teaching and learning resources and sustainability to deliver the proposed programme from the satellite site at Petroc College for the September 2019 intake. The delivery of the programme at this satellite site was not considered for approval.

A visit took place to the satellite site at Bradford FE College, Airedale NHS Foundation Trust and Bradford Teaching Hospital NHS Foundation Trust for the delivery of the nursing associate route. The university approval panel require the programme team to provide a plan of projected facilities and staff resources for the programme in relation to the projected student numbers.

The Standards framework for nursing and midwifery education are not met at programme level as conditions apply.

The Standards for student supervision and assessment are met at programme level.

The programme is recommended to the NMC for approval with three conditions. There is one university condition. There are two recommendations.

19 July 2019

Evidence was provided that the changes required to meet the three NMC conditions have been made. The university condition is met. 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 ☐
Conditions: *Please identify the standard and requirement the condition relates to*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: The programme team must revise the student facing documentation, for example programme handbooks, to include content to inform students about available services at the relevant satellite site. (Standards framework for nursing and midwifery education (SFNME) R3.1; R3.14 and

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under the relevant key risk theme. *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	R3.15); Standards for pre-registration nursing associate programmes (SPNAP R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: The programme team are required to revisit all modules to clarify assessment strategies, pass marks and associated workloads in relation to learning outcomes. (SPNAP (R2.7, R4.8) **Education governance: management and quality assurance:** Condition three: The programme team must provide a plan of projected facilities and staff resources for the FdSc and higher apprenticeship provision in relation to the projected student numbers at the UoB Bradford College satellite site. (SFNME R2.13, R2.14 and SPNAP R3.3) Condition four: The programme team must provide a full set of revised documents in light of comments made by the panel and correct all inconsistencies between documents. (university condition)
Date condition(s) to be met:	19 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: To consider reviewing the marketing materials to give greater clarity to the recognition of prior learning (RPL) opportunities. (SPNAP R1.5) Recommendation two: The programme team are recommended to explore the use of Pebble Pad in relation to the multiple aspects of the practice assessment document. (university recommendation)
Focused areas for future monitoring:	To monitor student capacity and experience at the Bradford College satellite site.

Programme is recommended for approval subject to specific conditions being met

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Commentary post review of evidence against conditions

Revised documentation provides evidence that the changes required to meet the three conditions have been made.

The programme team have revised the student programme handbooks to include local information pertaining to available services at the UoB satellite site at Bradford College. Condition one is now met.

The programme team have reviewed and evaluated all module specifications, assessment strategies, pass marks and learning outcomes. Modules have been revised and reviewed through the University`s Quality Standards and Enhancement process. Condition two is now met.

The programme team have provided a plan of projected facilities and staff resources for the FdSc apprenticeship provision in relation to the projected student numbers at the UoB Bradford College satellite site. Condition three is now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI identified a typographical error in the summary section related to the name of a PLP. This has been corrected. In Standard R3.3 the proposed start date at Bradford satellite site was incorrectly reported as September 2019. This have been corrected to a start date of January 2020.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	19 July 2019

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and discussion at the approval visit confirm effective partnership working between the AEI and all key stakeholders. Documentary evidence confirms mechanisms for collaboration across theory and practice learning settings. PLPs are extremely positive about their collaboration with the university and describe effective partnerships and processes at operational and strategic levels.

Students, service users and carers (SUCs) and PLPs told us about their contribution to the development of the proposed programme.

PLPs/employers across Greater Manchester confirmed their commitment to the nursing associate programme and the two routes proposed. Programme documentation and discussion confirms their involvement at both strategic and operational programme levels. They were represented during the development of the programme through an implementation and advisory board process for both theory and practice elements of the programme. UoB, in partnership with PLPs, ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan.

We found evidence that UoB works closely with PLPs to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018). Programme documentation provides evidence of an implementation strategy to support the development of practice supervisors and assessors. During the approval event and visits to practice learning environments, PLPs told us the strategy is effective as it provides a range of approaches to support current mentors and registrant practitioners to be prepared and meet the SSSA requirements.

Programme documentation provides evidence that there are robust communication processes in place which monitor and jointly agree on students'

The programme team promotes SUC involvement within all aspects of the programme. This involvement is facilitated by a coordinator and guided by the UoB SUC strategy. The SUC coordinator arranges equality and diversity training for SUCs which was confirmed by the SUCs we met.

SUCs have contributed to the development of the proposed programme and describe feeling valued when contributing to the recruitment of students and teaching and assessment within the programme.

The NAPAD facilitates the involvement of SUCs in providing feedback on students' contribution to their care delivery. There is a minimum requirement for two SUCs feedback per practice learning placement. Students on the HEE programme showed us some very positive feedback they have received from SUCs.

Current students on the HEE programme spoke with enthusiasm about their experience at the university and in practice learning environments; the level of support they receive; and, how their evaluations have informed the new programme design. Students described examples of how feedback has been used to inform the assessment of one module and that feedback summaries of practice learning environments are provided before they start a new practice learning placement.

Students told us about their representation at university programme quality monitoring committees. We saw documentary programme evidence of staff and student liaison committee minutes and terms of reference which demonstrate how the pre-registration student nursing and nursing associates are able to provide feedback on behalf of their cohort and actions taken by the programme team.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education* and,

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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

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Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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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** ☐

R1.5 is met. There are comprehensive university policies and procedures for the RPL. Claims for RPL are submitted through a portfolio of evidence, mapped against programme outcomes. Assessment of RPL mapping is undertaken by an accreditation of prior learning (APL) panel which includes the programme director. RPL decisions are then ratified by the examination board which includes external examiner input into all RPL assessment decisions.

University assessment regulations confirm that up to 120 credits of the 240-credit foundation degree may be accredited by RPL which meets NMC requirements. A professional statutory regulatory body (PSRB) policy confirms that the maximum limit of 50 percent RPL does not apply to applicants to pre-registration nursing associate programmes who are currently NMC registered nurses without restrictions on their practice.

The approval panel recommend that the programme team review marketing materials to give greater clarity to the RPL process and opportunities. (Recommendation one)

- 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. Documentary evidence and discussion at the approval visit confirm that students are provided with access to online facilities to engage with formative digital, numeracy and literacy assessments through the learning excellence achievement pathway (LEAP) programme. Numeracy, literacy, digital and technological literacy are clearly mapped against the Standards of proficiency for nursing associates and programme outcomes in the programme and module specification documents.

The programme team confirmed that candidate's capability to develop numeracy, literacy, digital and technical literacy skills are assessed in the admissions process. Students confirmed they have received study skills advice and support from library and academic staff to enable them to engage with virtual learning platforms, to access and utilise the wide range of university and practice learning setting based online learning materials including database peer reviewed information.

The NAPAD and OAR require students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy. Medicines management is assessed in the module 'Contributing to integrated care for people with complex needs and associated medicines management' which incorporates numeracy assessment and has a 100 percent pass mark.

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MOTT MACDONALD

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 ☐ Current nursing associate students will not transfer to the proposed programme. They will complete the HEE programme they are enrolled on. However, all students will transfer to the SSSA (NMC, 2018). There is a detailed plan to transfer pre-registration nursing associate and pre-registration nursing students to meet the SSSA (NMC, 2018). Current nursing associate students are prepared and understand the new practice supervisor and assessor arrangements. PLPs confirmed the transfer arrangements and preparation of staff which provides assurance the SSSA are met. Practice education facilitators (PEFs) and academic staff told us about the preparation workshop sessions they have provided for students and practitioners which they report have been successful.
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:** 20 June 2019

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education* R2.2 comply with the NMC *Standards for student supervision and assessment*

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

YES ☐   **NO** ☒

R2.1 is not met. Programme documentation does not make clear the range of teaching and learning resources available to students to undertake the programme at the UoB satellite site at Bradford further education college. (Condition one) (SFNME R3.1; R3.14 and R3.15)

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

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

YES ☒　　**NO** ☐

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

MET ☒　　**NOT MET** ☐

R2.4 is met. Documentary evidence in the programme and modules specifications and the NAPAD demonstrate how the design and delivery of the programme will support students in theory and practice learning settings to gain experience across the lifespan and in a variety of settings. We reviewed programme module content which will develop non-field specific knowledge and understanding to apply to care in practice learning settings across the lifespan.

The programme team and PLPs told us about a hub and spoke model of practice learning which will be monitored by the academic assessor and the PEFs to ensure each student has access to the required variety and breadth of practice learning opportunities. PEFs told us how PLE allocations are coordinated to ensure practice learning opportunities are fairly distributed for student nurses and student nursing associates.

Current students confirmed they have appropriate practice learning experiences to enable them to achieve their learning outcomes.

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

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

YES ☒　　**NO** ☐

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

- There is evidence that:

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

MET ☒　　**NOT MET** ☐

R2.6 is met. Documentary evidence and discussion with the programme team confirms the required hours for both theory and practice learning meet NMC requirements. The programme specification and module descriptors detail the theory and practice learning hours which are sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates.

The programme comprises 50 percent theory and 50 percent practice learning. Students on the apprenticeship route will have 1,150 hours of on the job training and 1,150 hours of directed learning. The programme team and PLPs told us how this is currently managed for students on the HEE programme. They confirmed the same processes will be adopted for students studying the proposed pre-registration nursing associate programme (NMC,2018).

The PAD records the attendance hours in the practice learning environment. The programme team confirm theory hours are recorded for teaching sessions through a register of attendance.

- 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. Documentary evidence confirms the programme structure shows an equal balance of theory and practice learning hours to meet NMC requirements. There is an equal split between theory and practice learning, and all hours must be achieved by the end of the programme. Documentary evidence confirms the Standards of proficiency for nursing associates and the skills and procedures in annexe A and B are incorporated into the modules. This ensures the Standards of proficiency for nursing associates and associated skills are achieved by the end of the programme.

There is evidence that a range of learning and teaching strategies will be used to deliver the programme. Modules include appropriate aims, learning outcomes and module content. The programme and module specifications evidence equal weighting of theory and practice learning. However, the approval panel require the programme team to revisit all modules to clarify assessment strategies, pass

marks and associated workloads in relation to learning outcomes. (Condition two) (SPNAP, R2.7, R4.8)

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 ☒
This programme leads to the award of nursing associate only.

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

YES ☐   NO ☒

Programme documentation does not make clear the range of teaching and learning resources available to students to undertake the programme at the UoB satellite site at Bradford further education college. (Condition one) (SFNME R3.1; R3.14 and R3.15)

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 ☒**

Programme documentation does not make clear the range of teaching and learning resources available to students to undertake the programme at the UoB satellite site at Bradford further education college. (Condition one)

Condition one: The programme team must revise the student facing documentation, for example programme handbooks, to include content to inform students about available services at the relevant satellite site. (SFNME) (R3.1; R3.14, R3.15)

There are inconsistencies in the assessment weighting across the programme modules. (Condition two)

Condition two: The programme team are required to revisit all modules to clarify assessment strategies, pass marks and associated workloads in relation to learning outcomes. (SPNAP R2.7, R4.8)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

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nursing associate education.

The programme team have revised the student programme handbooks to include local information pertaining to available services at the University of Bolton satellite site at Bradford College and other sites. Condition one is now met.

Condition two: The programme team have reviewed and evaluated all module specifications, assessment strategies, pass marks and learning outcomes. Modules have been revised and reviewed through the University's Quality Standards and Enhancement process. Condition two is now met.

Evidence

FdSc nursing associate and higher apprenticeship programme team response to conditions.

UoB FdSc nursing associate (NA) programme handbook Bradford site version 5, July 2019

UoB FdSc nursing associate (NA) programme handbook (Greater Manchester), July 2019

UoB FdSc nursing associate module specifications: NRS4007; NRS4008; NRS4009; NRS5008; NRS5009; and NRS5020, July 2019

Module listing incorporating assessment map for the FdSc nursing associate programme, undated

UoB FdSc nursing associate programme specifications, July 2019

Date condition(s) met: 19 July 2019	

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

Condition one and two are met.

Assurance is provided that SFNME R3.1, R3.14 and R3.5 are met.

Assurance is provided that SPNAP R2.1, R2.7, and R4.8 are met.

Standard 3: Practice learning

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

MET ☒   NOT MET ☐

R3.1 is met. Documentary evidence confirms the practice learning opportunities provided in the programme will 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. This is evident through the use of a hub and spoke model of practice learning. The Standards of proficiency for nursing associates are mapped to the outcomes and competencies students must achieve in the NAPAD. Practice supervisors, practice assessors

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and academic assessors will facilitate students practice learning to support their achievement of proficiencies.

- 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. Practice learning environments are used across the Greater Manchester region within the NHS, voluntary and private settings. A hub and spoke model further enhance practice learning experiences. Documentary evidence and discussion confirms governance arrangements are in place for the approval, monitoring and evaluation of practice learning experiences.

Discussion with students confirms that practice learning experiences are evaluated and reported. They told us about how their feedback had led to a specific change to practice learning allocations.

Assurance was provided that processes are in place for students to raise and escalate concerns in PLEs. Students and PLPs confirmed their understanding of the process and described how induction into the PLEs are used to advise students about whistleblowing polices, the raising concerns flowchart within the PAD and access to the PLE's 'Freedom to speak up guardians'. We were provided with documentary evidence which supports both the operational and strategic management of the PLEs and how the agenda enables the review of escalated and exceptional reporting when necessary.

The programme team and PLPs told us of the mechanisms in place to assess, monitor and evaluate practice learning experiences at an operational and strategic level. Educational audits of PLEs are completed in partnership with the UoB link lecturers and PEFs which assure both the quality of the PLE and the management of shared PLEs. The capacity within PLEs across PLPs is monitored through the PLP and UoB partnership group.

- 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. Documentary evidence and discussion confirm students can access an online LEAP platform. There are online facilities to engage with formative digital, numeracy and literacy assessments. We found numeracy, literacy, digital and technological literacy are mapped to the standards of proficiency, programme and module learning outcomes.

The PAD and OAR include a record of the student's proficiency in numeracy, literacy, digital and technological literacy including medicines management.

UoB has a well-developed and resourced simulation suite which is used by a range of health care programme students. Simulation scenarios and skills are

used to help students prepare for practice in a safe environment, supported by UoB skills tutors and visiting nurse registrants from PLPs.

Students told us that they value simulated learning opportunities to help them develop their skills and confidence in a range of care competences in preparation for PLEs.

We visited the satellite site at Bradford College and found limited capacity to support skills development for students located at this facility. The senior team assured the panel that an immediate investment into expanding simulation provision and staffing is being developed which will be implemented in time for proposed programme start of January 2020.

The approval panel require further evidence that sufficient learning, teaching and assessment resources are available for the delivery of the proposed programme at Bradford FE College site. (Condition three) (SFNME R2.13, R2.14 and SPNAP R3.3)

A visit to the satellite site at Petroc FE College found there are insufficient physical resources and facilities. This outcome was also supported by the university as the quality of the student experience in comparison to the UoB campus is not assured. The proposed programme is not recommended for approval at this satellite site.

- 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)

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.4 is met. Programme documentation demonstrates robust processes are in place to take account of students' individual needs with regards to reasonable adjustments. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. The programme handbook provides students with details of reasonable adjustment procedures.

The NAPAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs.

The UoB's learning support team normally undertake an assessment of learning need, with a member of occupational health staff. Practitioners employed by the student's PLP/employer organisation are also available to recommend reasonable adjustments that are required specifically for practice-based learning. Students must give permission to share information about requirements for reasonable adjustments with their employer and the UoB programme team.

PLPs told us about the collaborative approach they take with the university to ensure that students receive tailored, timely and effective support for their individual needs and circumstances regarding reasonable adjustments.

> 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.

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

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

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence and discussions as part of the approval process confirms that students studying the full-time direct entry programme will be supernumerary when they are learning in practice.

Programme documents and discussion with the programme team and PLPs/employers confirm the use of protected learning time for students on the apprenticeship route. The programme structure details the pattern of delivery with one spoke placement day per week, one university day and one hub practice learning placement day. Students are informed of the placement allocation pattern during induction to the programme.

There is an apprenticeship agreement signed by employers, students and the UoB. This sets out the governance process in assuring students are released to attend university study days and practice learning experiences.

PLPs confirmed their commitment to ensure that students on the apprenticeship route will receive protected learning hours whilst in the practice learning environment.

Monthly time sheets are used to monitor the accumulation of practice learning hours. The time sheets are logged with the AEI, evidencing hours of work and study to meet the required practice hours and the designated protected learning time.

HEE student nursing associates told us that the use of time sheets to monitor the accumulation of practice learning hours is efficient and supported by the employers e rostering system. This process enables the verification of hours to be communicated to the UoB. E-rostering and weekly time-sheets are completed and monitored by the academic assessor.

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** ☒

Delivery of the programme at the UoB satellite site at Bradford College requires further investment to ensure the student learning experiences are comparable to students at the UoB campus.

Further evidence is required that sufficient learning, teaching and assessment resources are available for the delivery of the proposed programme at Bradford FE College site. (Condition three) (SFNME R2.13, R2.14 and SPNAP R3.3)

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** ☒

Delivery of the programme at the UoB satellite site at Bradford College requires further investment to ensure the student learning experiences are comparable to students at the UoB campus.

The approval panel require further evidence that sufficient learning, teaching and assessment resources are available for the delivery of the proposed programme at Bradford FE College site. (Condition three)

Condition three: The programme team must provide a plan of projected facilities and staff resources for the FdSc and higher apprenticeship provision in relation to the projected student numbers at the UoB Bradford College satellite site. (SFNME R2.13, R2.14 and SPNAP R3.3)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

Condition three: A resource mapping excel document has been populated to demonstrate the resources required in relation to the projected student numbers at Bradford College satellite site. A detailed summary of the plan of projected facilities and staff resources at UoB's Bradford College satellite site has been provided. The excel document consists of the mapping of the theory and practice days each week for the two-year NA programme, identifying the weeks for classroom resource usage and the weeks that the sim suite resources is required has been mapped.

This provides assurance of resources required to deliver the FdSc Nursing Associate programme at UoB's satellite site at Bradford College. Condition three is now met.

Evidence:

FdSc nursing associate programme team response to conditions, July 2019.

A resource mapping excel document to demonstrate the resources required in relation to the projected student numbers at Bradford College satellite site, July 2019.

Projected student intakes and numbers, July 2019.

Staffing resource mapped with regard to the allocated module tutor per term, July 2019.

The nominated academic assessor for each part of the programme and the personal tutor for the NA course, July 2019.

Resources required to deliver the FdSc Nursing Associate Programme at the Satellite Site – Bradford College, July 2019.

FdSc Nursing Associate programme Bradford satellite resource mapping document, July 2019.

Bradford Sim Suite list of equipment and costing, July 2019

Date condition(s) met: 19 July 2019

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

Condition three is now met.

Assurance is provided that SFNME R2.13 and R2.14 are met.

Assurance is provided that SPNAP R3.3 is 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*

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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. There is documentary evidence of effective partnership working, joint working arrangements and sharing of good practice via the placement support process which includes practice supervisor and practice assessor preparation workshops. There is evidence of an implementation plan for the SSSA (NMC, 2018).

We found the AEI works collaboratively with PLPs to develop and support the proposed programme. They told us about the processes in place to continue to ensure effective partnership working which include a variety of operational and strategic processes.

There is a clear strategy for completing PLE educational audits. All PLEs are audited through the practice placement quality assurance North West audit tool designed to ensure the safety and quality of each PLE. There is evidence of the use of consistent and objective criteria for the approval of practice learning placements. This process assures suitably qualified practice supervisors and

practice assessors, as well as confirmation about placement capacity to accommodate students.

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

MET ☒   **NOT MET** ☐

R4.2 is met. There is documentary evidence of a detailed plan for implementing the SSSA. Information about the SSSA is clearly articulated in programme documentation and reflects a partnership approach between UoB and PLPs. Existing NMC registrant mentors and sign off mentors will transition to the new role of practice supervisor and practice assessor for the proposed programme from September 2019.

Discussion with PLPs, including practice supervisors and assessors, during the approval visit, confirmed that registrants are released to attend update workshops and training, and that they feel prepared for their new roles of practice supervisors and/or assessors. PLPs and the programme team told us that the current mentor database is being redeveloped to accommodate the new SSSA roles which they anticipate will go live by the start of this programme.

The programme team in partnership with PLPs have produced a bespoke handbook which details the distinct role of practice assessor, practice supervisor and academic assessor. This is also available through the GMPEG regional platform.

The NAPAD provides additional details about the new roles to provide support and assessment in practice learning. There is a regional approach to ensure that all AEIs through GMPEG adopt the same strategic approach in developing and training practice assessors and practice supervisors for their new roles. Documentary evidence of the approach taken was provided and discussed by the programme team. This is to ensure that shared PLEs have appropriately trained practice assessors and supervisors.

Documentary evidence confirms academic assessors are suitably qualified to perform their roles. Discussion at the approval visit provides assurance that academic assessors have attended training to prepare them for their academic assessor roles.

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 Programme documentation demonstrates that there are processes in place to provide students with feedback throughout the programme in both theory and practice learning. Formative and summative feedback is included in each module to support the development of students.

The academic assessor is identified as being pivotal in providing feedback on assessment progression in both theory and practice learning. The NAPAD facilitates feedback opportunities by the practice supervisor and assessor to the student in the practice learning setting; for example, at induction to the PLE, midpoint of the PLE provides a formative assessment stage. Students are summatively assessed by the practice assessor.

There is a facility within the NAPAD for students to receive feedback on their performance from service users and carers. Action plans and learning contracts are used to progress a student's learning and development, developed by the practice supervisor with the practice assessor, and overseen by the academic assessors.

The OAR provides a summary of a student's overall achievements and provides a comprehensive record of student development and overall performance.

Practice supervisors record their decisions on progress and proficiency in the OAR.

Students and PLPs described these processes as effective in helping students to become more reflective and in developing greater insight into the areas of knowledge and skills they need to develop. Students told us that feedback on practice learning is helpful, supportive and timely. PLPs described their understanding of the role of practice assessor and supervisor, and how the NAPAD is designed to provide feedback to students at strategic points during the practice learning placement.

- 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. Module descriptors and programme specification documents evidence how students are able to meet the standards of proficiency for nursing associates. There is extensive mapping of all NMC nursing associate proficiencies against module and practice learning outcomes.

The NAPAD is a comprehensive document, robustly mapped to the Standards of proficiency for nursing associates. This demonstrates that students who successfully complete the programme will meet the relevant NMC standards.

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** ☒

R4.8 is not met. Programme module assessment against learning outcomes are inconsistently applied, and therefore potentially unclear to students. For example, one module in year one of the programme requires the assessment of one learning outcomes twice without justification. The approval panel therefore require the programme team to address this.

(Condition two) (SPNAP R2.7, R4.8)

- 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** ☒

Module assessments against module learning outcomes are inconsistently applied, and therefore potentially unclear to students. The approval panel require the programme team to revisit all modules to clarify assessment strategies, pass marks and associated workloads in relation to learning outcomes. (Condition two)

Condition two: The programme team are required to revisit all modules to clarify assessment strategies, pass marks and associated workloads in relation to learning outcomes. (SPNAP R2.7, R4.8)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

Condition two: The programme team have reviewed and evaluated all module specifications, assessment strategies, pass marks and learning outcomes. Modules have been revised and reviewed through the University's Quality Standards and Enhancement process. Condition two is now met.
Evidence
FdSc nursing associate and higher apprenticeship programme team response to conditions
UoB FdSc nursing associate programme handbook Bradford site version 5, July 2019
UoB FdSc nursing associate programme handbook (Greater Manchester), July 2019
UoB FdSc nursing associate module specifications: NRS4007; NRS4008; NRS4009; NRS5008; NRS5009; and NRS5020, July 2019
Module listing incorporating assessment map for the FdSc nursing associate programme, undated
UoB FdSc nursing associate programme specifications, July 2019

Date condition(s) met: 19 July 2019

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

Condition two is now met.

Assurance is provided that SPNAP R2.7 and R4.8 are now met.

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

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

  YES ☐   **NO** ☒ **N/A** ☐

There is no fall-back award which confers eligibility to apply for registration as a nursing associate.

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

  YES ☒   **NO** ☐

Outcome

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

Date: 20 June 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)	☒	☐

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:

19 July 2019

Post approval event - additional documents were reviewed as evidence that the conditions are met.

FdSc nursing associate and higher apprenticeship programme team response to conditions, July 2019

UoB FdSc nursing associate programme handbook Bradford site version 5, July 2019

UoB FdSc nursing associate programme handbook (Greater Manchester) July 2019

UoB FdSc nursing associate programme handbook Bradford site version 5, July 2019

UoB FdSc nursing associate programme handbook (Greater Manchester), July 2019

UoB FdSc nursing associate module specifications: NRS4007; NRS4008; NRS4009; NRS5008; NRS5009; and NRS5020, July 2019

Module listing incorporating assessment map for the FdSc nursing associate programme, undated

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UoB FdSc nursing associate programme specifications, July 2019

FdSc nursing associate programme team response to conditions, July 2019

A resource mapping excel document to demonstrate the resources required in relation to the projected student numbers at Bradford College satellite site, July 2019

Projected student intakes and numbers, July 2019

Staffing resource mapped with regard to the allocated module tutor per term, July 2019.

The nominated academic assessor for each part of the programme and the personal tutor for the nursing associate course, July 2019.

Resources required to deliver the FdSc nursing associate programme at the Satellite Site – Bradford College, July 2019.

FdSc nursing associate programme Bradford satellite resource mapping document, July 2019.

Bradford Sim Suite list of equipment and costing, July 2019

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

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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: HEE framework trainee nursing associates:		

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2 x year one in university 1 x year two in university 2 x year three in university (completers) 3 x year three (completers) 2 x year two in PLE 2 x year one in PLE		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning / virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐
If yes, state where visited/findings: 19 June 2019. Visitors went to the proposed UoB satellite site at Bradford College This facility provides students with a range of teaching and learning resources. Students are issued with student I.D cards which enable them to access a wide variety of UoB online learning resources and access to Bradford college library facilities. UoB programme team have access to two dedicated teaching rooms and one small simulation room. Programme team and academic staff at Bradford		

The programme team told us that students from this facility have full access to UoB supports such as learning and student support. Tutorial and assessment support is provided by the dedicated programme teaching team whom are based at the college. The facility provides dedicated rented space but delivery of all aspects of the programme is responsible to UoB.

Simulation and teaching provision is less developed and requires additional investment to ensure students receive a comparable teaching and learning experience as those based at the UoB campus. (Condition four)

Visits were also made to PLP organisations who will employ NA apprenticeships: Bradford Teaching Hospitals NHS Trust - met with senior managers and practice learning leads. Visited one placement area, the simulation suite and the technical lab. Met with students, ward manager and practice assessors, including a community practice assessor.

Airedale NHS Foundation Trust - met with senior management and practice learning leads. Visited one placement area and the simulation suite. Met with students, ward manager and practice assessors.

In both partner organisations, senior staff expressed a high level of support for the proposed programme to be approved. Practice staff allocate hub and spoke placements and monitor experience and protected learning time through communication mechanisms developed to oversee PLE allocations and which reflect programme requirements.

Students told us that they are well-supported in practice by competent, knowledgeable mentors and nurse registrants. Students told us that they receive sufficient breadth of learning opportunities to meet the learning outcomes of their programme. Practice assessors and practice supervisors told us that they are supported to attend updates and training sessions to undertake their new roles to meet the SSSA requirements (NMC, 2018).

Students described how they would raise a concern and were frequently visited by academic tutors in practice. Students told us about the PLE evaluation process and that representation from their cohort to the student and staff programme liaison committee was effective.

System regulator reports reviewed for practice learning partners	☒	☐

System regulator reports list:

Care Quality Commission (CQC) Quality inspection Bradford Teaching Hospitals NHS Trust, 15 June 2018

CQC Quality inspection Airedale NHS Foundation Trust, 14 March 2019

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

Additional comments: