Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of Cumbria (Lancaster Campus)
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Risedale at Aldingham Risedale - St Lukes Risedale - St Cuthberts Nursing Home Risedale at Abbey Meadow The Hospice of St Mary of Furness Blackpool Teaching Hospitals NHS Trust Cumbria Partnership NHS Trust North Cumbria University Hospitals NHS Trust University of Morecambe Bay NHS Trust Hillcroft Nursing Homes Risedale at Lonsdale
Programmes reviewed: Programmes: Nursing associate Title of programme: FdSc Nursing Associate Programme start date: 13 January 2020 Academic level(s) England, Wales, Northern Ireland: Level 5 Programmes: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate (HLA) Programme start date: 13 January 2020 Academic level(s) England, Wales, Northern Ireland: Level 5	
Date of approval visit:	17 September 2019
QA visitor(s):	Registrant Visitor: Ian Felstead-Watts Lay Visitor: Sophia Hunt

Summary of review and findings
The department of nursing, health and professional practice (the department), within the institute for health at the University of Cumbria (the university) is seeking approval for a pre-registration nursing associate programme. The proposed programme is to be delivered via two routes; a full-time foundation degree (direct entry) and via an apprenticeship route. The proposed programme has been developed in accordance with the Standards for pre-registration nursing associate programmes (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018).

The proposed award titles are Foundation Degree Science (FdSc) Nursing Associate and FdSc Nursing Associate (higher level apprentice (HLA)). The programme is proposed for delivery from January 2020 and will be delivered over two years full-time.

The programme documentation and approval process confirm evidence of effective partnership working between the university and key stakeholders. Strategic and operational meeting structures ensure that practice learning partners (PLPs), employers of nursing associate students and apprentices are collaboratively engaged in the design, development and ongoing delivery of the programme. There are clear strategies in place to ensure that stakeholders are engaged throughout all stages of the programme delivery and evaluation.

The programme has clear processes in place to ensure public protection and the fitness to practise of the students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration.

PLPs and employers confirm their commitment to the programme and their confidence to facilitate the development of nursing associates who fully meet the standards of proficiency. The following employers plan to have nursing associate students and/or apprentices: Cumbria Partnership and North Cumbria University Hospitals NHS Trust; University Hospital of Morecambe Bay NHS Trust; Lancashire Care NHS Foundation Trust; North Cumbria CCG; Risedale care homes; Hillcroft nursing homes; and Lancashire and South Cumbria Training Hub. They provided assurance at the approval visit of their commitment to ensuring the Standards of proficiency for nursing associates (NMC, 2018) are met.

The university is part of the North West practice education group (NWPEG) and shares collaborative resources and approaches to meeting the Standards for student supervision and assessment (SSSA). Learning in practice is assessed using the England nursing associate practice assessment document (NAPAD) and ongoing achievement record (OAR). |

Arrangements at programme level meet the Standards framework for nursing and midwifery education (NMC, 2018) and the SSSA (NMC, 2018).

The programme is recommended for approval to the NMC subject to two conditions. There are five university conditions. One NMC and four university recommendations are made.

Updated 15 October 2019

Evidence was provided to meet the two conditions. The university conditions are also met. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition three: To ensure the documentation clearly informs the apprentices and students of the progression routes available to them after completion of the foundation degree for example BSc (Hons) Practice Development and/or clear information about the use and process of accreditation of prior learning (APL) to the pre-registration nursing programme. (University condition) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: Clarify in the programme documentation that students are eligible to apply for registration with the NMC on completion of the FdSc nursing associate programme and that this is not dependent on successful completion of the end point assessment. (Standards for pre-registration nursing

	associate programmes (SPNAP) R5.1)
	Condition four: In the documentation for the apprentices clarify the role and requirements of the end point assessment. (University condition)
	Condition five: The programme team to provide a plan to secure an end point assessment organisation prior to the start of the programme. (University condition)
	Education governance: management and quality assurance:
	Condition one: Ensure the programme documentation clearly and consistently reflects the equal balance of theory and practice learning and provide evidence that this has been collaboratively agreed with PLPs/employers. (SPNAP R2.7)
	Condition six: The programme team have identified or taken steps to identify an external examiner. (University condition)
	Condition seven: All housekeeping issues listed in the validation report are addressed. (University condition)
Date condition(s) to be met:	15 October 2019
Recommendations to enhance the programme delivery:	Recommendation one: Develop a timeline for implementation of the public and patient involvement strategy. (SFNME R1.12)
	Recommendation two: Add information to both programme specifications to inform students that there will be occasions when registered nurse and nurse associate students/apprentices will be taught together and think carefully about managing the expectations of the students. (University recommendation)
	Recommendation three: Consider inviting student representatives and service users and carers (SUCs) to the pathway lead meetings. (University recommendation)
	Recommendation four: Revisit module descriptor

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	forms to ensure there is consistency with regard the presentation of summative assessments in the tables and additional notes sections. Also revisit word limits for consistency and appropriateness. (University recommendation)
	Recommendation five: Consider making more explicit the comments from the service user panel member regarding the benefits of sleep, good mental health, resilience and sleep deprivation for students and for patients in the curriculum. (University recommendation)
Focused areas for future monitoring:	The provision, management and monitoring of protected learning time across the programme. The outcomes of the public and patient involvement development action plan, in particular the enhancement of the engagement of SUCs in programme delivery and assessment. The resources available to support programme intentions in the university and practice learning if additional cohorts of students were recruited during the year.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised documentation provides evidence that the changes required to meet condition one have been made.

The programme planner and theory/practice document have been amended to clearly indicate that there is an equal balance of theory and practice. A statement indicating PLP/employer agreement to the number of theory and practice hours across the programme has been signed by all employers supporting the programme. Condition one is now met.

Revised documentation provides evidence that the changes required to meet condition two have been made.

Any statements inferring that successful apprentices must complete the end point assessment prior to being able to apply for registration with the NMC have been removed from the programme documentation. Condition two is now met. Confirmation is provided that university conditions are met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	The university confirmed the factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 October 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points
Standards for pre-registration nursing associate programmes (NMC, 2018)

Standards of proficiency for nursing associates (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

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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

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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

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

Stakeholders, including service users, PLPs, employers and students, have been involved in the design and development of the programme seeking approval. Documentary evidence from the placement partnership meetings (PPM) with PLPs and employers, evidence of public surveys, along with transparent systems for collecting student feedback, demonstrate that all stakeholder groups have been given the opportunity to feedback on the development of the programme. Examples were given at the visit that confirm stakeholder views have influenced the design of the programme.

Monthly pathway lead meetings provide the opportunity to discuss key issues and stakeholder feedback regarding all programmes within the department. Strategic issues are fed up to the executive team, however programme specific issues are discussed with best practice shared across programmes. Discussion at the visit confirms this forum will continue to facilitate ongoing programme development.

There are a range of processes in place to ensure that feedback from all stakeholders is considered and, if appropriate, implemented. Documentary analysis evidences that mechanisms are in place to respond to stakeholders. The consideration of student evaluations and feedback from service users, along with regular meetings with apprentice employers and PLPs ensures that all stakeholder views are sought.

There is a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the programme.

Documentary evidence and discussion at the visit confirm effective partnership working with PLPs and employers at all levels. These include the PPM,

professional practice group (PPG) and the NWPEG. A robust mechanism is in place for oversight and support for practice supervision, to ensure safe and effective practice learning environments; and, processes to collaboratively monitor and ensure a range of practice learning opportunities that can equip students to meet people's diverse needs.

Documentary evidence and discussions at the visit confirm that PLPs and employers are involved in the recruitment and selection of students. Recruitment of apprentices will be undertaken jointly between the employer and the university. Support for apprentices is clear and there are effective communication channels between the employer and the university regarding apprentice supervision, progression, and the application of student procedures, such as fitness to practise, where concerns will be shared and a collaborative approach to management of concerns will be taken.

All proposed PLPs and employers have a current partnership agreement. Discussions at the visit evidence PLP and employer commitment to support students in the workplace and/or on placement to achieve programme outcomes.

The university is working collaboratively with PLPs and employers to implement the SSSA. A communication strategy is in place to disseminate information regarding the SSSA to PLPs. NWPEG are developing existing resources to ensure coherent preparation of practice supervisors and assessors. At an operational level PLPs and employers and university staff meet regularly to review the effectiveness of mechanisms for student assessment and supervision as well as review the curriculum.

Shared access to the practice assessment record and evaluation tool (PARE) enables effective communication between the university and PLPs. This is particularly effective for flagging issues of concern from placement evaluations thus enabling early collaborative action planning between relevant partners. PLPs and employers confirmed at the visit that access to the PARE workbook related to the SSSA has been particularly helpful in facilitating remote access for practitioners located at a distance.

A patient and public involvement (PPI) development action plan details a robust strategy to enhance the engagement of SUCs in all aspects of the student journey. The action plan does not however have explicit completion dates and the programme team are recommended to develop a timeline for implementation of the PPI involvement strategy. (Recommendation one) (SFNME R1.12)

Within the institute of health, PPI strategy and policy management will be led by the head of learning, teaching and student experience, supported by a senior lecturer and other members of the nursing team. This team will support the development of a SUC advisory panel/strategy group to provide expert advice regarding SUC involvement. SUC representatives confirm they are involved in ongoing discussions about how the institute can enhance PPI involvement. This is

an area for future monitoring.

SUCs are recruited through working with patient experience groups, networking and existing SUC contacts. Recruitment includes both individuals and service user organisational representatives who support SUC engagement. SUCs are prepared for their role by members of the nursing team and undergo appropriate training, induction and support including, values-based recruitment, equality and diversity and unconscious bias. Whilst this is already in place, the proposed advisory panel/strategy group will be developing an explicit training plan across the institute for all SUCs. The institute plan to consult SUCs about their longer-term support and development needs and collaboratively develop appropriate support mechanisms.

Nursing team members currently deploy SUCs to modules as appropriate to their experiences. Within the proposed programme exploration of the lived experience is explicitly captured within a level five module.

Service users have contributed to the development of student interview questions via a public survey. The programme team confirm that survey responses also helped to shape programme content.

SUC representatives state that their contribution is valued.

The NAPAD requires students to gain feedback from service users during practice learning. Plans to enhance engagement of SUCs in student assessment and feedback are detailed in the strategy.

Documentation and discussion at the visit evidence student's involvement in programme design and development. Mechanisms to gain student feedback that subsequently feeds into programme enhancement are effective. Students confirm they are provided with opportunities to feed in their experiences to help develop their programme and provided examples of where their feedback had resulted in changes to the programme.

There is a student voice strategy and staff student forum (SSF) process. Documentary analysis indicates that the SSF provides an accessible forum for students to debate and discuss issues relating to student experience. The meetings include student representatives from across a set of programmes, thereby encouraging the sharing of best practice. The expectation that staff will respond to issues raised within a set period ensures timely action to resolve concerns. Students confirm that their feedback is valued and they are advised of resultant changes to the programme.

Commitment to interprofessional learning (IPL) is demonstrated through a defined strategy. A strategy group has developed IPL principles for implementation across all programmes. The nursing associate programme has integrated these principles and incorporated IPL specific learning outcomes at each level, mapped to the

standards of proficiency. Students will have the opportunity to learn with and from students undertaking other programmes of study. Examples of IPL in the university were provided at the visit. Students also gave examples of IPL experiences in practice learning settings and the engagement of services users in the programme.

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

Met

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 2: Standards for student supervision and assessment

Met

If not met, state reason
N/A

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Met

Student journey through the programme
Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

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

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

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

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

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

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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

R1.5 is met. Robust recognition of prior learning (RPL) processes are in place that include consideration by external examiners and at university assessment boards. At local level RPL processes are supported by a departmental RPL coordinator and RPL officer with the assessment of any claims undertaken by academic staff who teach on the modules/programmes against which RPL is being sought, thereby enhancing rigour of the process.

University and departmental RPL documentation clearly evidences that a maximum of up to 50 percent RPL is permitted. There is a further restriction up to a maximum of two thirds for registered nurses who may wish to RPL in to the nursing associate programme. This restriction is a university regulation.

RPL processes require that evidence of any prior learning is mapped to the relevant modules in the programme where entry is sought. This includes theory and practice learning. The nursing associate programme is mapped to the Standards of proficiency for nursing associates and therefore any RPL will meet the required standards. Applicants are required to complete an online RPL portfolio that includes mapping of prior achievement of the standards of proficiency and skills annexes. Applicants also provide details of the range of previous experience and the number of hours completed in practice learning. The online format of the portfolio enables easy review of the evidence against requirements by both the programme team and external examiner.

The programme adheres to the requirements of apprenticeship funding rules and all applicants undergo an initial needs assessment for RPL to ensure they are developing new knowledge and skills. The initial needs assessment follows the university RPL processes.

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 (ORA)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. The programme and module learning outcomes have been mapped to

the NMC proficiencies. The mechanisms in place to support development of literacy, numeracy and digital and technological literacy have also been mapped across the modules. Development of these skills is evidenced through the module descriptor forms.

The outcomes in the NAPADs have been mapped to the proficiencies, including mapping of development of relevant skills.

Students are introduced to these skills in their first module where a baseline assessment is also undertaken to identify ongoing development needs. Documentary analysis indicates that the requirement for students to access online learning resources through the virtual learning environment, complete an online portfolio and submit assessed work electronically facilitates the development of digital literacy skills.

The programme assessment strategy includes a range of methods to assure assessment of students' academic ability related to these skills. The use of an online numeracy assessment tool supports development of numeracy skills and there is a mandatory numeracy assessment in the level five placement module.

All students are encouraged to complete head start, a self-learning pre-entry module that is completed online. The module gives an opportunity to prepare for transition into university and to start to develop the academic skills that will help them become successful students. This is subsequently followed by head start plus which is designed to support students who are about or who have just started study at level five or six.

Support is provided by the library and academic adviser, and information technology support teams. Personal tutors monitor individual student progress in the development of these skills. This provides the opportunity for bespoke feedback and signposting of students to further support as required.

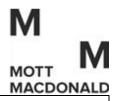*Proposed transfer of current students to the programme under review*

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

The university does not currently deliver a nursing associate programme.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to selection, admission and progression are

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met
Yes

Outcome

Is the standard met?
Met
Date: *17 September 2019*

Post Event Review

Identify how the condition is met:
N/A

Date condition(s) met: *N/A*
Revised outcome after condition(s) met: *N/A*

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

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)
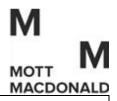
Yes

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

Yes

Mapping has been undertaken to show how the curriculum and practice learning content meets the Standards of proficiency for nursing associates

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and programme outcomes. (R2.3)

Yes

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

R2.4 is met. Documentary analysis and discussion at the approval visit confirm the programme will support development of knowledge and understanding of issues across the lifespan and in a variety of settings.

Programme modules have been developed to be non-field specific and will be delivered by a diverse team of nursing staff ensuring that students benefit from cross-field experiences. At the visit the programme team confirmed that learning activities in the modules are being developed to ensure that students explore and experience the different fields of nursing practice. Students confirm that academic staff from different fields of nursing effectively support their learning.

Students report examples of IPL experiences in practice learning environments through the provision of spoke and short placement opportunities.

Allocation of placements is undertaken in partnership with PLPs and employers utilising a hub and spoke model. The allocation of all non-apprenticeship student placements, including spokes, by the placement unit ensures appropriate exposure to all fields of nursing in diverse settings. Apprentices are based in their workplace for the first and last placements (excluding spoke activity), with placements two and three allocated by the placement unit in partnership with employers. This again ensures students will experience a range of settings and client groups. Discussion at the visit confirms an effective collaborative approach between the university and PLPs and employers to ensure students experience care across the lifespan. PLPs and employers confirm that all apprentices will get an equitable experience across a variety of settings, regardless of where they are employed.

Placement experiences are recorded in the NAPAD and monitored by the placement unit to ensure all students have an appropriate range of placement experiences during the programme. Documentary analysis and discussions at the visit evidence an effective placement experience monitoring process is in place that facilitates robust scrutiny of all key aspects of practice learning. This includes

the nature of spoke activity to ensure compliance with NMC standards. This scrutiny occurs after every placement block ensuring timely identification of gaps in the students' placement learning experience and subsequent early notification to the placement unit to allocate spokes accordingly. Spoke activity for apprentices is also monitored at periodic review meetings.

Some key spoke activity is allocated by the placement unit due to the need to manage capacity, for example in accident and emergency or the intensive care unit. This allocation ensures spoke activity is recorded centrally and thus appears on the student's transcript. This also ensures that placement capacity is utilised effectively given the central allocation process for all placements across all programmes. This, alongside the support provided by practice supervisors for students to arrange relevant spoke experiences, indicates that students have every opportunity to gain an appropriate breadth of experience, across the lifespan and in a variety of settings.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

R2.6 is met. Documentary analysis evidences that the programme is of sufficient length to allow students to meet the Standards of proficiency for nursing associates. Students graduate with a foundation degree over a period of two years and undertake 2,300 hours, thereby meeting the requirement for no less that 50 percent of the minimum programme hours required of nursing degree programmes.

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)

Not Met

R2.7 is not met. The programme specification and discussions at the visit confirm the programme provides an equal balance of theory and practice learning in addition to hours spent in work-based learning for apprentices. Programme hours are appropriately apportioned between theory and practice learning in the student's workplace and practice learning in alternative placements.

The programme documentation however does not accurately or consistently reflect that theory and practice hours meet required standards. The information presented in the programme planners does not match that presented within the programme specification and there are insufficient practice hours evidenced in the apprenticeship programme planner. The programme team advised at the visit that this is an error on the programme planners that can be rectified to ensure the appropriate number of practice hours is evidenced. PLPs and employers confirm they have been consulted regarding the programme structure and have agreed to the requirements for protected learning time. It is however necessary to ensure any corrections made to the documentation are agreed with PLPs and employers. (Condition one) (SPNAP R2.7)

The programme documentation details the range of learning and teaching strategies for intended use throughout the programme. Module descriptor forms clearly document appropriate aims and learning outcomes.

The learning and teaching strategies are designed to offer students a variety of learning opportunities that align with the module learning outcomes and offer appropriate preparation and support as they progress to qualified status. Discussion at the approval visit confirms that learning and teaching on the programme is inclusive of diversity, and enables students to actively engage in learning.

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)

No

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Not applicable. This programme leads to the award of nursing associate only.

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

Whilst the programme specification describes an equal balance of theory and practice learning, this is not accurately or consistently evidenced across all programme documentation. Therefore, it is not possible to ensure the designated programme hours have been fully planned and agreed with PLPs and employers. There is a requirement for the programme documentation to be amended to evidence the correct programme hours that meet NMC requirements, and that these have been agreed with PLPs and employers. (Condition one)

Condition one: Ensure the programme documentation clearly and consistently reflects the equal balance of theory and practice learning and provide evidence that this has been collaboratively agreed with PLPs and employers. (SPNAP R2.7)

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Condition one: Documentation submitted by the university has been amended to accurately detail the number of theory and practice hours across the programme. This documentation provides assurance that there is an equal balance of theory and practice learning. A signed statement provides assurance that all PLPs/employers supporting the proposed programme have agreed to the designated programme hours. Condition one is now met.

Evidence:
• Updated nursing associate planner J20 version two, undated
• Updated hours theory and practice version two, undated

- Updated programme handbook (undergraduate) version two, undated
- Updated programme handbook (HLA) version two, undated
- Updated practice learning handbook version two, undated
- Updated practice learning handbook (HLA) version two, undated
- PLPs agreement, 17 September 2019

Date condition(s) met: 15 October 2019

Revised outcome after condition(s) met:

Met

Condition one is met.

Assurance is provided that the Standards for pre-registration nursing associate programmes R2.7 is now met.

Standard 3 Practice learning

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

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

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

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

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

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

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 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

3.5.2.3 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

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

R3.1 is met. Programme documentation and discussion at the visit gives assurance that students are provided with appropriate practice learning opportunities required to develop the Standards of proficiency for nursing associates. Mapped student journeys indicate that the hub and spoke model will be utilised and monitored to ensure placement experience includes a diverse range of people across the lifespan. Students confirmed at the visit that the hub and spoke model works well, is supported by PLPs and provides the opportunity to experience a diverse range of learning opportunities. The NAPAD is comprehensively mapped to the standards of proficiency further ensuring standards will be met.

Discussions at the visit confirm that the university, PLPs and employers will work in partnership with apprentices to facilitate movement across practice areas for placements external to their place of work. This will enhance the opportunities

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available to apprentices to experience the delivery of safe and effective care to a diverse range of people. PLPs and employers confirm that all apprentices will get an equitable exposure to alternative areas of practice learning regardless of where they are employed.

PLPs and employers confirm that they collaborate with each other to ensure students can experience a variety of settings. Sharing of available placement opportunities and planning of reciprocal arrangements between PLPs and employers was initially facilitated by the university. It was confirmed at the visit that there are plans for these collaborative meetings to continue.

Local community and acute NHS trusts have recently merged to form a single organisation. This will further facilitate the transition of nursing associate students between services to ensure practice learning is experienced in a variety of settings.

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

R3.2 is met. Programme documentation evidences that the university is committed to ensure breadth and transparency of practice learning experience for students. Students will have a range of placements in hospital and community settings where they can experience care of people across the lifespan, and with a range of mental health and physical care needs. There is a robust process in place to allocate practice learning experiences collaboratively with PLPs and employers and to monitor this, coordinated by the placement unit. This ensures allocation is appropriate to enable the student to experience practice that meets NMC requirements but also to adjust allocations should the variety of experiences not be met during the programme. The programme leader is responsible for monitoring the provision of learning opportunities to ensure all students can meet relevant programme learning outcomes.

Discussions at the visit confirm the university has access to practice learning environments across all four fields of nursing and that PLPs and employers are experienced in the proposed hub and spoke model.

There are appropriate processes for assessing, monitoring and evaluating practice learning experiences at operational and strategic level, with evidence of individual student experience recorded within the NAPAD.

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

R3.3 is met. Documentary analysis and discussions at the visit confirm that simulation-based learning is planned within the nursing associate programme across relevant modules. Delivery and implementation of simulation activity is based on national published guidance related to simulation education. The programme team told us that they view simulation-based learning as an opportunity to apply clinical skills and support the student learning experience to promote safe and effective care.

Simulation-based learning is not counted as practice hours within the programme but is utilised to support the achievement of module learning outcomes.

Students confirm the value of simulation-based learning and relevance to their programme outcomes.

The university has invested in the development of resources to support clinical skills teaching and simulation-based learning. Documentation indicates that there are designated technicians who provide expertise and support delivery.

Simulation sessions are facilitated by academic staff. Where appropriate, these sessions are supported by practice learning colleagues. PLPs and employers confirm engagement in programme delivery by practitioners, particularly where specialist expertise is required. Documentary analysis and discussion at the visit confirms that SUCs engagement in simulation-based learning will be strengthened through implementation of the public and patient involvement strategy.

Documentary evidence indicates that scenarios used within simulation have been developed from resources published by the North West simulation education network. This is a collaborative network of representatives from across several AEIs that provides opportunities for sharing of best practice in relation to simulation-based education.

Simulation-based learning is quality assured through module evaluation mechanisms.

Technology enhanced learning opportunities are used proportionally within the programme to support learning and assessment. Students will experience various technological systems to support, facilitate and assess learning as they progress through their programme. Students have access to both physical and human resources to support the development of their digital literacy 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

R3.4 is met. There is comprehensive evidence that processes are in place to ensure students' individual needs and circumstances are accounted for. This includes within placement allocations.

Documentation evidences appropriate sharing of information related to individual needs. There is evidence of a collaborative process with PLPs and employers should any students require reasonable adjustments in the practice learning environment. The need for the student to communicate specific requirements to their practice supervisors and assessors is made clear.

The university has robust support structures for students who require additional support and/or reasonable adjustments. Personal action plans and placement learning support plans are provided for students requiring reasonable adjustment.

We heard that the programme team strive to ensure that all sessions are inclusive. All students have their learning needs assessed with individual plans developed for any students with identified learning support needs to enhance this inclusivity and address individual support.

Student representatives told us about different support strategies used in the university and practice to make reasonable adjustments in accordance with individual needs.

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

R3.5 is met. Programme documentation evidences that students on the non-apprenticeship route are supernumerary when learning in practice in line with option A, and apprentices have protected learning time (PLT) in line with option B.

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Documentary analysis evidences that the university and PLPs and employers have agreed that all learning time within the programme will be protected. Stakeholder consultation events coordinated by the university ensured that accurate information regarding PLT was disseminated to PLPs and employers. PLP and employer representatives confirm that they are assured there is understanding of PLT within practice organisations. Appropriate examples of PLT were provided at the visit.

PLPs and employers report they understand the implications of PLT in terms of the requirement for supervision.

The programme team and PLPs and employers confirm that distinction between PLT for apprentices and time spent in their employed role will be clear within workplace rotas and further differentiation is not necessary. PLPs and employers confirm that apprentices are considered trainee nursing associates and are always therefore learning.

Appropriate processes are in place to ensure that PLT is monitored in placement to meet NMC requirements. PLPs and employers provided assurance of their commitment to ensuring apprenticeship students on NMC programmes have PLT and that this will be robustly monitored. Discussion with the apprenticeship student representative confirms an effective, flexible approach within their workplace whereby PLT is monitored and honoured at another time should the needs of the service require them to undertake employed duties. PLPs and employers confirm that flexibility in the scheduling of PLT is consistent across organisations. We are assured that apprentices will receive protected learning time according to the NMC standards.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

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Is the standard met?

Met

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met: *N/A*

Revised outcome after condition(s) met: *N/A*

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: 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 specifically:

R4.1 – R4.11

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

R4.1 is met. Documentary analysis and discussion at the approval visit provides assurance that the programme team in collaboration with PLPs and employers will ensure that student support, supervision, learning and assessment complies with the Standards framework for nursing and midwifery education (NMC, 2018).

There is evidence that university induction, training, ongoing development and support for academic staff ensures compliance.

Preparation for the implementation of the SSSA and the roles supporting student learning has been undertaken collaboratively with PLPs. The self-appraisal checklist that PLPs in the North West have been asked to complete is an effective monitoring process to ensure appropriate supervision is in place for students.

The programme handbook details learning and pastoral support available for students, providing links to university information as necessary. The 'help is at hand' information online hub is particularly effective as a single source of information related to student support.

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Discussion at the approval visit confirms the provision of learning support and plans for apprentices' mirrors that of other students. Apprentices are requested to self-declare additional needs through the application process. Funding is then claimed and support put in place as appropriate. If issues are identified during the programme, support mechanisms follow standard university processes.

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence provided at gateway two evidences that support, supervision, learning and assessment complies with the NMC SSSA at programme level in relation to the proposed programme. The roles of the practice supervisor, practice assessor and academic assessor are clearly explained within the documentation, and the evidence indicates processes are in place to identify assessors and supervisors and prepare them for their role.

The university is a member of the NWPEG who have coordinated stakeholder involvement in decisions about implementation of the SSSA.

Engagement activities have taken place, and are planned, between the university and PLPs to ensure practice supervisors and assessors are familiar with the programme and are aware of their roles and responsibilities. There is a collaborative approach taken between the practice education facilitators, university link lecturers and the programme team to ensure consistent information is provided in both online and workshop formats. This is for initial preparation and ongoing support and development of practice supervisors and assessors.

PLPs and employers told us that they have developed resources and training packages and explained how current mentors will undertake assessor preparation. Supervisors will also be prepared through supported learning. They told us that most supervisors will initially be NMC registrants however they will work towards expanding the number of supervisors who are registrants from other health and social care disciplines.

The programme will adopt the NAPAD which will facilitate consistent assessment that complies with the SSSA.

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

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

R4.4 is met. The university is committed to robust assessment and feedback processes throughout the theoretical and practice learning elements of the programme.

Formative assessment and feedback opportunities are included in each module and within practice learning experiences. Documentary analysis evidences that these are scheduled appropriately throughout the programme to enable early identification of additional learning opportunities that will support student's development. Students confirm that they are given useful feed-forward and appropriate support to reflect on feedback to inform future development.

Students confirm that they receive a high level of support within the university and in practice learning environments. Periodic review meetings for apprentices are in place and feed into the development of their portfolio.

The assessment is described in each module specification. The practice assessor has a key role in assessing students' progress, including proficiency for safe and effective care. Feedback is provided through the NAPAD by both the practice supervisor and assessor. Students confirm they are prepared for the change to the SSSA and are aware of the impact this will have on how they are supported in practice learning settings.

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

R4.5 is met. The programme learning outcomes are mapped to the modules.

The programme and module learning outcomes have been mapped to the NMC standards of proficiency for nursing associates. This includes mapping of the practice learning modules.

The NAPAD is also mapped to the NMC standards. Discussions at the visit

confirm practice learning placements will provide students with appropriate opportunities to meet the programme outcomes.

This demonstrates that student 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

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

Yes

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

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

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome

Better, safer care through quality
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nursing associate education.

Is the standard met? *Met* **Date:** *17 September 2019*
Post Event Review
Identify how the condition is met: *N/A*
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

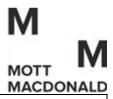| **Standard 5 Qualification to be awarded** |
| --- |
| **Approved education institutions, together with practice learning partners, must:**

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. |
| *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)

No

R5.1 is not met. Whilst the target award is a foundation degree there is inconsistency in the programme documentation as to when this could be awarded |

to an apprentice in relation to completion of the end point assessment. The programme specification and handbook for the apprenticeship state that the student must complete the end point assessment in order to be eligible for the award and entry to the register. This statement is misleading, and implies an integrated apprenticeship framework.

It was confirmed at the visit that students become eligible to apply for registration on award of the foundation degree and that the gateway to end point assessment requires apprentices to have successfully completed the foundation degree. They could therefore apply for registration as a nursing associate prior to undertaking the end point assessment.

Given that there is inconsistency in the programme documentation a condition is applied. (Condition two) (SPNAP R5.1)

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

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

N/A

There is no fall-back exit award with NMC registration as a nursing associate.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met
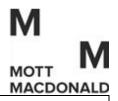
Yes

Outcome

Is the standard met?

Not Met

The programme documentation makes statements that are misleading and implies that the end point assessment forms part of an integrated apprenticeship

framework. It is confirmed that apprentices are eligible to apply for registration on successful completion of the foundation degree and this is part of the gateway to end point assessment. Therefore apprentices can apply for registration as a nursing associate prior to completing the end point assessment. The programme team must clarify the role, purpose and timing of the end point assessment to ensure that this is clear to all stakeholders. (Condition two)

Condition two: Clarify in the programme documentation that students are eligible to apply for registration with the NMC on completion of the FdSc Nursing Associate and that this is not dependent on successful completion of the end point assessment. (SPNAP R5.1)

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Condition two: Documentation submitted by the university has been amended to remove any statements that infer apprentices must complete the end point assessment prior to being eligible to apply for registration with the NMC. Condition two is now met.

Evidence:
•   Updated nursing associate planner J20 version two, undated
•   Updated hours theory and practice version two, undated
•   Updated programme handbook (undergraduate) version two, undated
•   Updated programme handbook (HLA) version two, undated
•   Updated practice learning handbook version two, undated
•   Updated practice learning handbook (HLA) version two, undated
•   PLPs agreement, 17 September 2019

Date condition(s) met: 15 October 2019

Revised outcome after condition(s) met:

Met

Condition two is met.

Assurance is provided that the Standards for pre-registration nursing associate programmes R5.1 is now met.
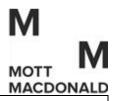
Section four

Source 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	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	No
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	No
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes

List additional documentation:
University response to interim draft report, 10 September 2019
Mapping of theory and practice hours, 10 September 2019

If you stated no above, please provide the reason and mitigation
The requirement for programme documentation to include collaboration and communication arrangements with HE/FE partner is not relevant to this approval. An external examiner has not yet been appointed. The university has appropriate arrangements in place to complete this process. Making an external examiner appointment is a university condition.

Additional comments:
Post visit documents to support conditions are met:
Updated nursing associate planner J20 v2, undated
Updated hours theory and practice v2, undated
Updated programme handbook (undergraduate) v2, undated
Updated programme handbook (HLA) v2, undated
Updated practice learning handbook v2, undated
Updated practice learning handbook (HLA) v2, undated
PLP agreement, 17 September 2019
Update programme specification v2, undated
Updated programme specification (HLA) v2, undated

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: September 2018/year two/adult nursing apprenticeship x one September 2017/year three/adult nursing x six September 2017/year three/child nursing x two September 2017/year three/mental health nursing x one September 2017/year three/learning disabilities nursing x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI and visits to facilities were not required.	
Additional comments:	

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Issue record			
Final Report			
Author	Ian Felstead-Watts	Date	24 September 2019
Checked by	Judith Porch	Date	18 October 2019
Submitted by	Lucy Percival	Date	29 October 2019
Approved by	Leeann Greer	Date	30 October 2019