Programme approval visit report

Section one

Programme provider name:	University of Gloucestershire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Gloucestershire Hospitals NHS Foundation Trust Gloucestershire Care Services NHS Trust 2Together NHS Foundation Trust Worcestershire Health and Care NHS Trust North Bristol NHS Trust Private voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Title of programme:	Foundation Degree Nursing Associate Higher Apprenticeship Nursing Associate
Date of approval visit:	10 June 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	2 September 2019 2 September 2019
Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Michelle Laing Lay Visitor: Penny Goacher

Summary of review and findings

The approved education institution (AEI), University of Gloucester (UoG) school of health and social care (the school) presented programme documentation for the approval of a foundation degree (nursing associate). There is a two-year full-time direct entry route and a two-year full-time apprenticeship route. There are effective working relationship between the school and their practice learning partners (PLPs). The apprenticeship route is delivered with the following employer PLPs: Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Care Services, 2gether NHS Foundation Trust and the Order of St Johns Care Trust all of who work together through the strategic workforce development partnership board (SWDPB). SWDPB provides organisational oversight to co-produce the programme, building capacity to support practice learning and ongoing quality assurance of pre-registration nursing associate education provision.

The Standards for student supervision and assessment (SSSA) are met at programme level. The Standards framework for nursing and midwifery education (SFNME) and Standards for pre-registration nursing associate programmes (SPRNAP) are not met at programme level.

The programme is recommended for approval subject to two NMC conditions and three university conditions. Visitors made three recommendations.

Updated 22 July 2019

Evidence is provided to meet the conditions. The conditions are met and 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*	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:**

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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.*	Condition one: The AEI and PLPs must provide documentation and agreed plans that ensure protected learning time which include information, definitions, descriptors and expectations of protected learning time for students, practice supervisors and practice assessors. (SFNME R3.7; SPRNAP R3.5) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition two: The AEI must provide revised programme specifications, mapping documents and student facing documents that reflect both routes of the programme including numeracy assessments. (SFNME 2.3, SPRNAP R2.3) Condition three: The AEI must provide evidence of additional external examiner and student consultation regarding proposed modifications to the programme. (university condition) Condition four: The AEI must provide an amended confirmation of acceptance for studies (CAS) to include the indicative assessment schedule and correct mapping of module learning outcomes. (university condition) Condition five: The AEI must complete all technical amendments. (university condition)
Date condition(s) to be met:	22 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: Strengthen service user and carer (SUC) involvement in pre-registration nursing associate programme recruitment, delivery, student assessment and evaluation. (SFNME R1.12) Recommendation two: Consider resources for programme delivery especially for spoke practice learning placement model allocation and equity of experience. (SPRNAP R2.4) Recommendation three: The AEI to consider providing a variance to university regulations that allows more than 50 percent recognition of prior learning (RPL) for applicants to pre-registration nursing associate programmes where the applicant is

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	already a registered nurse without restriction to their practice. (SFNME R2.8; SPRNAP R1.5)
Focused areas for future monitoring:	SUC involvement in the programme. Provision of protected learning time for the apprenticeship route.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

The programme team has provided documentary evidence of AEI and PLP commitment to agreed plans that ensure protected learning time which include information, definitions, descriptors and expectations of protected learning time for students, practice supervisors and practice assessors.

The AEI has provided accurate revised programme specifications, mapping documents and student facing documents reflecting both routes of the programme and clarity on numeracy assessments.

Conditions three, four and five are university conditions which are met through documentary evidence of additional external examiner and student consultation regarding proposed modifications to the programme. There's an amended course assessment strategy which includes the indicative assessment schedule and correct mapping of module learning outcomes. All technical amendments are completed.

Evidence:

Foundation degree nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate and foundation degree nursing associate approval/validation document including programme specifications, 13 July 2019

All NMC and university conditions are now met.

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**
Summary of observations made, if applicable	I confirm the report is an accurate record of the visit and documents in response to the conditions are uploaded to the repository.

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Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	22 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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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Findings against the standard and requirements

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

PLPs tell us there's effective collaboration at strategic and operational levels with regular strategic workforce development and partnership board meetings to discuss the programme. The board has oversight of co-production of curriculum, building capacity to support practice learning and management of quality assurance of audits and PLPs to ensure compliance with standards. PLPs tell us about their processes to manage audits and capacity across the circuit and all universities accessing their areas. We found this board drives the development of nurse education to support the nursing workforce need in Gloucestershire. Practice learning monitoring is managed through the monthly nursing education and practice group (NEPG) meetings where practice partners tell us they monitor the quality of student practice learning experiences. PLPs state there is effective collaborative working to identify and prepare practice supervisors, practice assessors and coaches in practice (CIPs).

Service users (SUs) state they're involved in policy development and processes to provide SU involvement across the school for a number of professional programmes. Health-watch are a specific group within the SU group. Health-watch are consulted in co-producing a service user assessment tool of students in practice. SUs feel valued, significant and influential in the development and delivery of nursing programmes but are unaware of the programme team's plans for their involvement in the nursing associate programme. (Recommendation one) (SFNME R1.12)

Students tell us they're consulted on the design and development of the new programme. They're listened to and understand and can feedback on their programme and experiences. They give us examples of changes made to improve their practice learning experience following feedback to programme and practice staff. Students are effectively supported in theory and practice with personal tutors,

module leaders, supervisors, assessors and CIPs. Students are confident and feel able to meet proficiencies and standards required to enter the register at the end of their 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* and,

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MET ☒   **NOT MET** ☐

</div>

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

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MET ☒   **NOT MET** ☐

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Please provide any narrative for any exceptions

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

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Student journey through the programme

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Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' heath and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the

supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

- 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. Documentary evidence and the approval process indicate 50 percent RPL in to the programme. There is no variance to university regulations allowing more than 50 percent for registrant nurse applicants to pre-registration nursing associate programmes who have no restrictions on their practice. (Recommendation three) (SFNME R2.8 SPRNAP R1.5)

The programme team confirm documentary evidence that RPL will be managed through the standard UoG processes where the Standards of proficiency for nursing associates and programme outcomes are mapped, reviewed, moderated, sampled and reported on by an external examiner to the exam board. Information on RPL is provided to applicants.

- 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 demonstrates appropriate certificated entry level requirements in maths and English for the programme. PLPs and the programme team confirm students on the apprenticeship route are employed by a relevant organisation upon entry and for the duration of the programme. There's a commitment to values-based recruitment with interviews based on NHS values by employers and involving SUCs prior to application to university.

Documentary evidence identifies a wide range of online resources available both on and off site. Students say Moodle, the online platform, is easy to use and accessible whilst in practice placement areas. They receive IT support and skills training is available including online. PLPs, students and the programme team explain numeracy, literacy, digital and enhanced technology literacy is embedded throughout modules and give examples of assessments and teaching and learning activities. These skills are mapped in programmes documents against the Standards of proficiency for nursing associates and programme outcomes. There's evidence numeracy and digital technology are taught and developed in theory content across a number of modules. Students are assessed in numeracy skills in practice through the nursing associate practice assessment document (NAPAD) and ongoing achievement record (OAR) in medicines management competence development where they have to calculate dosages accurately and safely for a minimum of three opportunities in each part of the programme.

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** ☐

Existing students on the Health Education England (HEE) programme will not transfer to the proposed programme. It is the intention of the team to move current students onto the new NAPAD and transfer to the SSSA from September 2019. Students are aware of this and will be informed of the new roles of practice supervisor, practice assessor and academic assessor.

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

YES ☒   **NO** ☐

Outcome

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

Date: 17 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** ☐

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

    YES ☒   **NO** ☐

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

    YES ☐   **NO** ☒

R2.3 is not met. There is good evidence of effective linkage between practice learning and the specific proficiencies and outcomes of the programme. The nursing associate programme handbook details the organisation of theory and practice learning and assessment which are designed to meet the SSSA. Some errors are noted in mapping documentation and programme specifications for both routes of the programme and for the numeracy assessment. These must be checked for accuracy and corrected. (Condition two) (SFNME R2.3 SPRNAP R2.3)

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 and the approval process confirm the design and delivery of the programme will support students in both theory and practice for a non-field specific nursing associate programme, across the lifespan and in a variety of settings. The programme team, students and PLPs detail how students will progress through the programme. Students tell us they currently receive a variety of practice learning placement opportunities that are across the lifespan and offer a variety of settings. Some students say there's an imbalance in spoke practice learning experiences.

The likely increase in student numbers for each route of the programme alongside the potential for imbalance in spoke practice learning experiences may affect equitable practice learning experiences. (Recommendation two) (SRRNAP R2.4)

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. We found documentary evidence confirming the length of the programme which meet the requirements for programme length and programme hours. Theoretical and practice learning for each route of the programme is sufficient to allow students to meet the Standards of proficiency for nursing associates. The programme team say how they'll manage students who have unmet theory and practice learning hours. For the apprenticeship route, they will actively manage retrieval of unmet practice hours in negotiation with employer PLPs.

There are two routes within the programme, option A and option B. For option A nursing associate students are direct entry and supernumerary when they are learning in practice. In option B nursing associate students are apprentices on work-based learning. The direct entry route is considered by the programme team likely to be a very small group of students initially. Documentary evidence for the practice placement circuit is very similar in structure to option A with a similar practice placement model. In both options students will have a base or home area/trust with spoke practice learning opportunities to ensure breadth of practice learning across the lifespan in a variety of settings. PLPs and the practice lead at UoG say practice placement and partnership arrangements are in place.

Students confirm they can practice skills across the lifespan with a variety of practice learning experiences and have sufficient opportunity to meet the Standards of proficiency for nursing associates. They say teaching and learning in the university includes face to face teaching, simulation-based learning and online learning. These help them to meet the Standards of proficiency for nursing associates.

- 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 met. There's documentation indicating an equal balance for theory and practice learning, with appropriate module aims, descriptors and learning outcomes. A student achievement record will show a student has passed all the requirements for each module. Where a student has passed all practice learning requirements this will be recorded in the OAR. Progression and completion of all proficiencies is monitored through modular boards of examiners and an award board of examiners. PLPs and the programme team tell us NPEG meets every two weeks. This involves educators from all practice learning areas and discusses practice learning environment approaches to student supervision and assessment. The programme team say the collaborative learning in practice (CLiP) approach to practice learning is supported by the CiP role in student learning. These CiPs are few currently but are expanding to six in the next few months. Students and PLPs give examples of the CLiP approach to practice learning which includes embedding research-based practice, patient case studies and use of simulation in practice. The programme team and PLPs tell us there's extensive discussions in planning for adequate student supervision and assessment. There's supportive learning resources housed in the virtual learning environment (VLE) called Moodle. Students say the skills support site on the VLE is very helpful and invaluable when they are in practice placement. Students are very complimentary of learning support they receive from UoG lecturers in lecture groups, tutorials and one to one meetings. They're enthusiastic about teaching and simulation-based learning opportunities. PLPs and students for the apprenticeship route inform us students are guided to seek additional practice opportunities from practice learning staff as part of their spoke practice learning experiences.

The programme leader has overall responsibility for the management and tracking of direct entry and for apprenticeship route students to ensure achievement of the designated practice hours. Monitoring and managing hours is through NPEG in partnership with employer PLPs with hours being recorded on the NAPAD.

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

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

	YES ☒	NO ☐

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

	YES ☐	NO ☒

Errors are noted in mapping documentation, programme specifications and for the numeracy assessment. These must be checked for accuracy and corrected. (Condition two) (SFNME R2.3 SPRNAP R2.3)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met   **YES** ☒   **NO** ☐

Outcome

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

Errors are noted in mapping documentation, programme specifications and for the numeracy assessment. These must be checked for accuracy and corrected.

Condition two: The AEI must provide revised programme specification, mapping documents, and student facing documents that reflect both routes and the numeracy assessments. (SFNMER2.3 SPRNAP R2.3)

Recommendation two: Consider resources for programme delivery especially for spoke practice learning placement model allocation and equity of experience. (SPRNAP R2.4)

Date: 17 June 2019

Post event review

Identify how the condition(s) is met:

Condition two:

The programme team has made corrections to programme documents and mapping documents. Mapping documents and programme specifications for both routes of the programme and for numeracy assessment are revised and updated.

Evidence:

Foundation degree nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate and foundation degree nursing associate approval/validation document including programme specifications, 13 July 2019

Condition two is now met.

Date condition(s) met: 22 July 2019

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

Condition two 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 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. Programme documentation signposts students and PLPs to processes for ensuring a safe learning experience. PLPs and the programme team tell us any recurring issues with student experience, supervision, assessment or safety, are discussed as part of NPEG. The programme team explain any risks or concerns and their associated or potential impact to students are identified, logged and actions are taken. This is monitored and managed through NPEG. The CiP team report back to practice assessors and practice supervisors to ensure provision of adequate support to students. PLPs and the programme team say where an issue arises in practice of a serious nature the fitness to study or fitness to practice (FTP) procedure will be instigated collaboratively. There are good communication pathways between UoG and employer PLPs for fitness to practice if the student is also an employee. They emphasise how practice assessment documents help support processes, ensure safe and effective care and their role and responsibilities for escalating concerns. PLPs are committed to providing sufficient practice opportunities to meet Standards of proficiency for nursing associates by giving practice learning opportunities to allow students to develop and progress across the lifespan in a variety of relevant settings. Students confirm they understand FTP processes and experience a variety of practice learning areas where they can deliver safe and effective care.

- 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. UoG works closely with PLPs to enhance current mentor provision by co-designing a new role to support student supervision and assessment in practice. This is the CiP. A supportive practice learning infrastructure is in place to support the continued development of students. SWDPB drives the development of the nursing associate programme and is responsible for the overarching governance arrangement between partners for the management of practice placement concerns and responses to regulatory reports. Action plans and decisions to suspend or rest practice learning placements are reported here. A shared strategy for the training of practice assessors, practice supervisors and CiPs is agreed and managed through this board. The programme team operate as link lecturers and support the audit process providing advice and support in practice.

For the apprenticeship route, student progress is documented using the national practice assessment document (PAD). There's a regional approach to identifying, preparing and developing the roles of practice supervisor, practice assessor and academic supervisor with shared preparation materials.

PLPs explain educational audit processes and show us how this is recorded and managed through the practice website. PLPs are very positive and supportive about ensuring a safe, effective and inclusive learning environment for students. UoG have regular meetings with PLPs to monitor the quality of student practice learning experience. Any areas requiring action have a named individual from the AEI and relevant PLP. Students confirm they feel supported in practice and give examples of who they can report to for help and support.

Students tell us there are robust systems in practice settings to actively support them to address their concerns and give examples of how they are supported with changes in practice. PLPs and placement leads confirm oversight of student support and practice learning. The CiP role is stated to be pivotal in providing student and practice assessor and practice supervisor. There are monthly partnership meetings for all nursing programmes whereby all practice partners are invited. UoG attends regional capacity management meetings attended by all local AEIs and PLPs where regional approaches to practice policy change or collaboration are discussed.

Any recurring issues with student experience, supervision, assessment or safety, are discussed at NPEG. Any risks or concerns and their associated or potential impact to students are identified, logged and actions associated to key individuals if needed. This is then reported back through the CiP team, to practice assessors and practice supervisors and ensures they give adequate support to students. Where an issue arises in practice of a serious nature the fitness to study or fitness to practice procedure is instigated.

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

MET ☒   NOT MET ☐

R3.3 is met. The programme team confirm there's a suite of online resources available for students in the VLE and a range of teaching strategies including simulation-based learning. Students tell us the level of VLE support varies according to which module they study.

Students give us examples of technology enhanced learning and what they do for simulation-based learning through acute and community care scenarios. SUCs are involved in role-play for breaking bad news and communication scenarios. Cliniclaskills.net software packages are available on the VLE which students find helpful in practice. Some assessments involve simulation including objective structured clinical examinations (OSCE) and online multiple-choice question examinations.

Students feel simulation-based learning is effective and proportionate in their programme. The PAD is designed to include technology enhanced skills

assessment. Students say there's excellent library services and have good access to learning support.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence and the approval process confirm policies and processes are in place to take account of students' individual needs and personal circumstances. This is for allocation of practice learning and for making reasonable adjustments for students with disabilities in the university and practice learning environments. Employer PLPs are responsible for allocating practice learning placements for their students on the apprenticeship route. They tell us travel to practice, postcode area, caring responsibilities, and individual need are taken into account. Practice learning is overseen by the academic practice manager in UoG. We found planning for all students to gain practice learning experience of a range of settings including at home, community and acute care. Students confirm they do receive a breadth of practice experiences.

Students have a good understanding of assessment for reasonable adjustments. They confirm these adjustments are made in university and in practice. They tell us how to access help and support in both UoG and practice.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

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

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

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

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

MET ☐   **NOT MET** ☒

R3.5 is not met. Documentary evidence and the approval process demonstrate there are two practice learning allocation models. For direct entry students practice learning is allocated by UoG. These students will be supernumerary for all their practice learning experiences.

For the apprenticeship route a work-based learning approach will be used. The programme team, PLPs and students tell us ensuring protected learning time is challenging, particularly in busy work areas and when there are staff shortages.

PLPs say there's sufficient opportunities for practice learning experiences. Students on the HEE apprenticeship programme tell us they have fewer opportunities to engage in learning whilst in their hub area (home working area) for practice learning opportunities and occasionally in spoke practice learning placements. However, students say spoke practice learning is where they are supernumerary. Students describe sometimes competing for learning opportunities with other students.

There is no evidence of plans in programme documentation to release students for a minimum of 20 percent of programme hours for academic study. There is no evidence of plans in programme documentation to release students for a minimum of 20 percent of programme hours for protected learning time in external practice placements. Employer PLPs tells us practice learning is largely availability lead or opportunistic for students and do not give assurance of measures to protect learning time for programme hours. Student facing documents and programme documents do not define protected learning time, give descriptions of what it can look like or provide expectations to students and practice learning staff of protected learning time. This must be addressed. (Condition one) (SFNME R3.7; SPRNAP R3.5)

The AEI and PLPs say protected learning time will be monitored through hours recorded in the NAPAD, these will be overseen through NPEG meetings.

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

<div align="right">

YES ☐   **NO** ☒

</div>

There is no evidence of plans in programme documentation to release students for a minimum of 20 percent of programme hours for academic study or protected learning time in external placements. Employer PLPs do not give assurance of measures to protect learning time for the remaining programme hours. Programme documents do not define protected learning time, give descriptions of what it can look like or provide expectations to student and practice learning staff of protected learning time. This must be addressed. (Condition one) (SFNME R3.7 SPRNAP R3.5)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome

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

There is no evidence of plans in programme documentation to release students for a minimum of 20 percent of programme hours for academic study or protected learning time in external placements. Employer PLPs do not give assurance of measures to protect learning time for the remaining programme hours. Programme documents do not define protected learning time, give descriptions of what it can look like or provide expectations to student and practice learning staff of protected learning time. This must be addressed.

Condition one: The AEI and PLPs must provide documentation and agreed plans that ensure protected learning time which include information, definitions, descriptors and expectations of protected learning time for students, practice supervisors and practice assessors. (SFNME R3.7; SPRNAP R3.5)

Date: 17 June 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The AEI and PLPs provide documentation and agreed plans ensuring protected learning for students, practice supervisors and practice assessors.

Evidence:

Foundation degree nursing associate handbook, 13 July 2019.

Higher apprenticeship nursing associate handbook, 13 July 2019.

Higher apprenticeship nursing associate and foundation degree nursing associate approval/validation document including programme specifications, 13 July 2019.

Condition one is now met.

Date condition(s) met: 22 July 2019

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

Condition one is now met.

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*

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

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

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

Standards framework for nursing and midwifery education specifically*:*

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. Partnership agreements are in place for accountability and responsibility for support, supervision, learning and assessment to deliver on the Standards framework for nursing and midwifery education. Governance is managed through NEPG. NEPG meets regularly with PLPs to monitor the quality of student practice learning experience and ensures the programme meets learning outcomes. UoG is represented at the regional south west area placement partnership (SWAPP). This is a strategic group meeting of all AEI's in the region and ensures there is parity of practice placement opportunity for students. Part of the educational audit process completed in partnership between UoG and practice

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learning setting, is to identify any area requiring additional support or training to ensure a safe, effective and inclusive learning environment for students. Any areas requiring action to achieve this will be addressed by a named individual from UoG and PLP.

UoG confirms NPEG will monitor confirmation of supernumerary status for any direct entry students in all practice placements. These arrangements comply with the Standards framework for nursing and midwifery education.

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

MET ☒   **NOT MET** ☐

R4.2 is met. The programme team tell us NPEG involves educators from all practice areas as it forms the key collaborative activity to manage approaches to supervision and assessment in practice. For the proposed programme a regional practice assessment process is agreed with all stakeholders.

The SWAPP board and NPEG ensure overarching governance and appropriate management for the implementation of SSSA. Responsibility for training and update is led by CiPs with the practice lead in UoG and in partnership with PLPs. They will ensure records are maintained.

The academic assessor is identified in UoG as a senior lecturer. This role is part of the lecturer work load plan. The programme team identify this person is different for each year/part of the programme. PLPs and current mentors confirm practice supervisors and practice assessors are identified in practice and cannot be the same person in these roles for the same student.

Practice supervisors are prepared and supported to undertake the role appropriately and are able to raise and respond to student conduct and competence concerns and are supported in doing so. Practice assessors will then conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. Students and PLPs tell us if students are not achieving an appropriate level of competence this is highlighted to their academic assessor and/or their practice assessor. Relevant support will be provided.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

YES ☒   **NO** ☐

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

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET ☒   **NOT MET** ☐

R4.4 is met. Documentary evidence identifies formative and summative feedback and support throughout the programme in theory and in practice learning. Students tell us they receive regular and structured feedback throughout their programme. They describe the support for their assignments and their practice assessments as prompt and very good. They say staff are always on hand to offer support.

SUs describe how they are involved in giving feedback to students in the university with regard to student communication skills. This feedback forms part of their assessments. There is also a section in the PAD where service users give feedback that forms part of the summative practice assessment.

Student give some examples of assessment types they have engaged in which include exams, essays, presentations, OSCEs, critical reflections and portfolios.

- 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. Documentary evidence and the approval process demonstrate all modules in the proposed programme are mandatory and there is no compensation in assessment. There is mapping of the curriculum and practice learning placements to ensure students can meet the Standards of proficiency for nursing associates. The programme team confirm the timeline for each assessment document, including details of the person responsible for monitoring and recording student progression. Students say their programme and practice learning prepares them for entry to the register.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 10 June 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

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

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

YES ☐   **NO** ☒ **N/A** ☐

There is no fall back exit award conferring eligibility to register 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: 17 June 2019

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐

Mapping document providing evidence of how the 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:

Programme hours for theory and practice mapping document version eight, 10 June 2019.

Post visit evidence:

Foundation degree nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate handbook, 13 July 2019

Higher apprenticeship nursing associate and foundation degree nursing associate approval/validation document including programme specifications, 13 July 2019

Course assessment strategy document, 13 July 2019

External examiner file, 13 July 2019

Student consultation file, 13 July 2019

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

Additional comments:

Student handbook for direct entry students is absent and is addressed through condition two.

Some minor errors in mapping documents for Standards framework for nursing and midwifery education (2018) and Standards for pre-registration nursing associate programmes (NMC, 2018) are noted and addressed through condition six.

Documentation on protected learning for students that PLPs must collaborate and sign up to is addressed through condition one.

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: March 2017 cohort x one student March 2018 cohort x two students (One x year one student on the approval panel)		
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:		
System regulator reports reviewed for practice learning partners	☐	☒
System regulator reports list:		
If you stated no to any of the above, please provide the reason and mitigation Not required as an existing AEI.		
Additional comments:		