Section one

Programme provider name:	University of West London
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Ascot Residential Homes Limited Berkshire Healthcare NHS Foundation Trust Elysium Healthcare Limited Frimley Health NHS Foundation Trust Royal Berkshire NHS Foundation Trust King Edward VII's Hospital Sister Agnes Thames Hospice West London Mental Health NHS Trust Ashford & St Peter's Hospitals NHS Foundation Trust Chelsea and Westminster Hospital NHS Foundation Trust Central North West London NHS Foundation Trust HCA International London North West University Healthcare NHS Trust Shooting Star Chase
Programme(s) reviewed: Programme: Nursing associate Title of programme: Foundation Degree (FdSc) Nursing Associate Programme start date: 25 November 2019 Academic level(s): England, Wales, Northern Ireland: Level 5 Programme: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate (NMC 2018) Apprenticeship Programme start date: 2 December 2019 Academic level(s): England, Wales, Northern Ireland: Level 5	
Date of approval	11 October 2019

Summary of review and findings
The University of West of London (UWL) (the university) is an approved education institution (AEI). The college of nursing, midwifery and healthcare (the college) at the university is seeking approval for a pre-registration nursing associate (NA) programme to be delivered with two routes; an apprenticeship route and a self-funding route.   The proposed programme has been developed in accordance with the Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018). The proposed award titles are; Foundation degree (FdSc) nursing associate and FdSc nursing associate (NMC 2018) apprenticeship. Both routes in the programme will be delivered over two years full-time.   Documentary analysis and the approval process evidence effective partnership working between the university and key stakeholders. The university and college have well developed structures in place to support service users' and carers' engagement in the development and delivery of professional programmes through the 'public and care involvement strategy and forum'. Strategic and operational meeting structures ensure that practice learning partners (PLPs) and employer partners of nursing associate apprentices are collaboratively engaged in the design, development and ongoing delivery of the programme. There are explicit indications of co-production of the programme with students, service users and PLPs.   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 for nursing associates (NMC, 2019). The following apprenticeship employers plan to have nursing associate apprenticeships and provided assurance at the approval visit of their commitment to ensuring NMC standards are met; Berkshire Healthcare NHS Foundation Trust, Chelsea and Westminster Hospital NHS Foundation Trust, Ascot Residential Homes, NHS Surrey Heath clinical commissioning group (CCG), West London NHS Trust, Hounslow and Richmond Community Health Care, The Priory Group, Woking Hospice, London North West University Healthcare NHS Trust. The following employers plan to have nursing associate apprenticeships but were not selected to attend the approval event; Elysium Healthcare Limited, Frimley Health NHS Foundation Trust, Royal Berkshire NHS Foundation Trust, King Edward VII Hospital, Ashford and St Peter's Hospitals NHS Foundation Trust, Central North West London NHS Foundation Trust, HCA International, Shooting Star Chase, NHS East Berkshire CCG, Sunrise of Sonning, Huntercombe Hospital Maidenhead, CSH Surrey, Innovative Aged Care and The Florence Road Surgery.

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The university is part of the pan-London practice learning group (PLPLG). 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 (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are not met at programme level as a condition applies.

The programme is recommended for approval to the NMC subject to one NMC condition. There's one university condition.

Updated 18 October 2019:

The programme team submitted revised documentation which provides evidence of the changes required to meet the conditions. The conditions 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:** None identified **Practice learning:** Condition one: Specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (SSSA R1.4, SPNAP R2.4, R3.1, R3.2) **Assessment, fitness for practice and award:** Condition two: Ensure level five learning outcomes are aligned to the framework for higher education qualifications (FHEQ). (University condition)

	Education governance: management and quality assurance: None identified
Date condition(s) to be met:	18 October 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	The management and monitoring of practice learning experiences to ensure the breadth and depth of practice learning experience for all students.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

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

The responsibility for assuring the breadth and depth of practice learning experiences to ensure students meet programme requirements is clearly specified as the head of practice education. Condition one is now met. SSSA R1.4 and SPNAP R2.4, R3.1, R3.2 are now met.

The programme team provided a revised course overview with amended level five learning outcomes which align to the FEHQ. The university confirmed condition two is now met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	Five employers weren't included in the list of employer partners that were originally submitted. These five employers have now been added to list of employers in the report that weren't selected as part of the sample to attend the approval visit.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	18 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)

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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

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is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors
is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Documentary analysis and findings from the approvals process provide evidence
stakeholders, including service users, PLPs, employer partners and students have
been involved in the design and development of the programme.

Documentary evidence from strategic meetings with PLPs and employers, along
with transparent systems for collecting student feedback demonstrate that all
stakeholder groups are being listened to. They have robust opportunities to
develop and influence the programme. Discussions at the approval visit confirm
co-production with stakeholders.

Documentary evidence and discussion at the visit confirm that a robust partnership
strategy is in place with PLPs and employers at all levels. These include the
clinical practice facilitator/learning environment lead practice meeting, partnership
board and apprenticeship partnership board. The work of these groups evidences
a mechanism for oversight and support for practice supervision to ensure safe and
effective practice learning environments.

Documentary evidence states the employers will be responsible for sourcing
external practice learning experiences for students. Discussion at the approval visit
demonstrates how the breadth of practice experiences will be provided so that
students experience care in a range of practice settings across the lifespan.
Practice learning experience patterns for each student are pre-planned and
monitored by the academic assessor for self-funded students and the academic
support link tutor (ASLT) for students on the apprenticeship route. However, the
responsibility within the partnership for the assurance of the range and depth of
practice learning experiences for students following both routes is unclear.
(Condition one)

The public and carer involvement strategy which is reviewed bi-annually ensures
service users and carers are fully involved in the programme. The current focus is
enhancing service users in curriculum development. Service users are recruited
through personal and professional networks with individuals and statutory and
voluntary organisations. There's a service user and carer co-ordinator who is

responsible for overseeing implementation of the strategy for public and carer involvement across the college's programmes. The delivery of the strategy is overseen by a steering group including the role of service users in course design, recruitment and selection, programme delivery, assessment and feedback.

Documentary evidence confirms a strategy for the training of service users. Staff also receive training and development related to the role of service users in teaching, learning and assessment. Service users we met confirm that they receive appropriate training including equality and diversity. There are opportunities for service users to debrief if required. Examples of service user and carer involvement include the service user/carer forum, service user involvement in simulation activities, the NA curriculum group, recruitment interviews and question setting.

Documentary evidence and discussion at the approval visit confirm students have been involved in programme design and development. Students confirm that they are provided with opportunities to feed in their experiences; these are valued and incorporated into the nursing associate programme.

The university has principles regarding student representation. Academic representatives confirm that the college encourage student voices to be heard, for example through the student experience forums and student led conference.

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

Not Met

The employer for apprentices or the university placement unit for self-funding students provide a pattern of practice learning experiences for each student that covers the lifespan and a range of contexts. The academic assessor and ASLT are responsible for monitoring adherence to this practice learning experiences pattern. Employers and PLPs have reciprocal arrangements to ensure that a breadth of practice learning experience is available which is mediated via placement mapping meetings for learning environment leads. However, AEI responsibility for the assurance of the range and depth of practice learning experiences students receive to meet programme requirements is unclear. The process needs to be

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transparent to ensure a robust and transparent to meet SSSA R1.4.

There's a need to specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (Condition one)

If not met, state reason

SSSA R1.4 requires that systems and processes are in place to ensure there's safe and effective co-ordination of learning within practice environments. There's no evidence to demonstrate who is responsible within the partnership for monitoring and assuring the practice learning experiences across the lifespan.

Condition one: Specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (SSSA R1.4; SPNAP R2.4, R3.1, R3.2)

Post Event Review

Identify how the condition is met:

Condition one: The programme team provided revised documentation that evidences the changes required to meet condition one. A revised course design and development report, course specification, course handbook (apprentices), and course handbook (self-funding) clearly outline that it is the responsibility of the AEI head of practice education within the partnership to assure the breadth and depth of practice learning experiences to ensure students meet programme requirements.

Assurance is provided that SSSA R1.4 is met.

Evidence
UWL revised course design and development report, October 2019
UWL revised course specification, October 2019
UWL revised course handbook (apprentices), October 2019
UWL revised course handbook (self-funding), October 2019

Date condition(s) met: 18 October 2019

Revised outcome after condition(s) met:

Met

Condition one is now met.

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Assurance is provided that SSSA R1.4 is 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

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 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. Recognition of prior learning (RPL) processes are in place. University and college RPL documentation clearly evidences that a maximum of up to 50 percent RPL is permitted which meets NMC requirements. The 50 percent RPL restriction is not applicable to registered nurses in line with NMC requirements.

RPL processes require that module content and learning outcomes of any prior learning are mapped to the relevant modules in the programme where entry is sought. The NA programme is mapped to the Standards of proficiency for nursing associates and therefore any RPL will meet the required standards. There's a tool for mapping RPL to programme modules and learning outcomes. The RPL process is managed for students via a web interface. The programme documentation evidences that the RPL process and associated claims involve the external examiner.

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. Programme learning outcomes and outcomes of the NAPAD have been mapped to the NMC proficiencies including mapping of the development of literacy, numeracy and digital and technological literacy skills.

The documentary evidence clearly identifies that the programme supports students to develop these skills. For example, students are required to undertake electronic literature searches and numeracy skills are developed through an online medications package and assessed via an online medicines calculation examination.

The programme assessment strategy includes a range of methods to ensure assessment of students' academic ability related to these skills. This includes creating a wellness action plan to identify strategies for self-care and resilience, and a viva voce as part of an objective structured clinical examination. This involves demonstrating a recognition of change in mental or physical health by applying recognised observation, assessment tools, identifying signs and symptoms and key investigations and interventions, the nursing process and clinical reasoning and, reflective commentaries.

The development of numeracy and digital and technological literacy skills are facilitated by students engaging in the use of online learning resources, reflective discussions through the virtual learning environment (VLE) and electronic assessments including an online portfolio. Simulation sessions include scenarios which involve working patient simulators and opportunities for self-evaluation.

Support is provided for the development of these skills by the information technology support teams. Students confirmed at the approval visit that this approach enabled them to develop their digital skills.

Library support is provided to enable students to undertake effective searches and access library resources.

Discussion with students at the approval visit confirm they were well supported in developing their academic skills including literacy, numeracy and digital technologies and have regular meetings with their personal tutors to address any concerns.

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

Current Health Education England (HEE) NA apprenticeship students will not be transferred onto the proposed NMC programme.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and</u>

midwifery education relevant to selection, admission and progression are met

Yes

Outcome
Is the standard met?   *Met*   **Date:** *14 October 2019*
Post Event Review
Identify how the condition is met:
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 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)

Not Met

R2.4 is not met. Programme modules have been designed to be non-field specific and ensure that knowledge and understanding of issues across the lifespan will be facilitated. The delivery of modules by subject and clinical experts ensures that students benefit from cross-field experiences.

Discussion with PLPs, employers, students and academic staff at the approval visit detailed how the allocation, monitoring and evaluation of a breadth of practice learning experiences across the lifespan occurred. There is evidence of effective collaboration between employers to provide practice learning experiences which are recorded by the AEI. It was not clear, from discussions and documentation, who within the AEI is responsible for the assurance of the range and depth of practice learning experiences students receive to meet programme requirements.

There's a need to specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (Condition one)

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 demonstrates that the programme is of sufficient length to allow students to meet the Standards of proficiency for nursing associates. Students graduate from either route with a foundation degree completed over a period of two years full-time study. The programme hours meet the NMC requirement for no less than 50 percent of the minimum programme hours required of nursing degree programmes.

Students following the self-funded route are supernumerary and there's identified protected learning for students on the apprenticeship route to meet the NMC programme hours requirement.

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

R2.7 is met. The programme documentation provides evidence of an equal balance of theory and practice learning. This is detailed at the end of year one and the end of the programme in the course specification. The programme overview is the same for both routes with students attending university for two days a week and supernumerary/protected learning as appropriate for the remaining three days for two 12-week blocks. Apprentice students will remain in the place of employment while self-funding students will be allocated to a base organisation. The employer for apprentice students or the university placement unit for self-funding students will provide a pattern of practice learning experiences for each student. An example of a practice learning experience pattern demonstrates how students will get a range of experience. There are two four-week blocks of practice experience in the programme which for apprentice students will be external practice experiences.

Programme hours within the course specification demonstrate that they are appropriately apportioned between theory, practice learning which incorporates

practice learning in the apprentice student's workplace and practice learning in alternative practice learning environments.

Discussions at the approval visit confirm there's an understanding of protected learning time and supernumerary among students, the programme team and employer partners and PLPs. The achievement of theory and practice hours are recorded in the OAR and there's a process for students to make up any shortfall in programme hours. The academic assessor/ASLT have regular contact with the students. They are responsible for monitoring the provision of protected learning time for apprentice students and ensuring students on the self-funded route are supernumerary. In practice settings, the learning environment lead is responsible for remediating any deviations from the provision of protected learning time. The practice assessor will facilitate opportunities to support students achieve their learning goals and proficiencies in line with the programme.

The course specification and programme handbook detail the learning and teaching strategies used in the modules. A range of learning and teaching approaches used include small group tutorials, simulation, service user involvement and interprofessional learning with other disciplines. The strategies are designed to offer students a variety of learning opportunities that align and offer appropriate preparation and support as they progress through the programme. Learning and teaching on the programmes is inclusive of diversity and enables students to actively engage in learning. Apprentice students and self-funding students learn together.

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

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

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Is the standard met?

Not Met

SPNAP R2.4 is not met.

It's not clear, from discussions and documentation, who within the AEI is responsible for the assurance of the range and depth of practice learning experiences students receive to meet programme requirements.

There's a need to specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (Condition one)

Condition one: Specify in all programme and student facing documentation who is responsible for the overall assurance of breadth and the context of student practice learning experience. (SSSA R1.4, SPNAP R2.4, R3.1, R3.2)

Date: *14 October 2019*

Post Event Review

Identify how the condition is met:

Condition one: The programme team provided revised documentation that evidences the changes required to meet condition one. A revised course design and development report, course specification, course handbook (apprentices), and course handbook (self-funding) clearly outline the responsibility of the AEI head of practice education in assuring the breadth and depth of practice learning experiences to ensure students meet programme requirements. The ASLT role in working with employers to monitor the breadth and quality of students practice experiences is clarified.

SPNAP R2.4 is now met.

Assurance is provided that SSSA R1.4 is met.

Evidence
UWL revised course design and development report, October 2019
UWL revised course specification, October 2019
UWL revised course handbook (apprentices), October 2019
UWL revised course handbook (self-funding), October 2019

Date condition(s) met: 18 October 2019

Revised outcome after condition(s) met:

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Met

Condition one is now met. SPNAP R2.4 is now met.

Assurance is provided that SSSA R1.4 is 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)

Not Met

R3.1 is not met. Documentary analysis and discussion with employers, PLPs and the academic team at the approval visit evidences that students on both routes in the programme will have practice learning opportunities across the lifespan and in diverse settings to meet the Standards of proficiency for nursing associates.

The NAPAD is comprehensively mapped to the Standards of proficiency for nursing associates providing guidance to the student, practice supervisor, practice assessor and academic assessor.

Students are supported and supervised in practice learning settings by a practice supervisor and assessed objectively by a practice assessor. The roles and responsibilities of the practice supervisor, practice assessor and academic assessor are clearly specified in the programme handbook and the NAPAD. The academic assessor works collaboratively with the practice assessor making decisions about the student's progression and achievement of proficiencies which is recorded in the NAPAD. The NAPAD details and records achievements of skills and procedures of annexes A and B in the Standards of proficiency for nursing associates.

There are processes in place if there any concerns about a student's progress, conduct or behaviour; employers we met confirmed this. The academic team told us that if there are any concerns about a student apprentice including fitness to practice this will be managed collaboratively between the employer and the university.

The raising concerns policy is clear, and the programme handbook provides guidance for students. Practice leads and students we met are aware of the process for raising concerns about their practice learning or concerns about care and the support available. Students confirmed that there's a go to person in each learning environment to provide additional support and if they have any concerns. This is documented in the programme handbook.

Students we met are aware that they must gain consent to provide care to patients/service users. Consent and duty of care is part of the mandatory training skills training in year one of the programme and is also detailed in NAPAD.

Discussions with employers, PLPs and the academic team at the approval visit confirm the employers will provide practice learning experiences for their apprentice students including exposure to alternative areas of practice learning regardless of where they are employed. The details of these experiences will be provided to the university. The commitment statement and employers we met confirm they will provide protected learning and opportunities to enable apprentice students to meet the proficiencies including the skills and procedures in annexes A and B.

The programme handbook documents the process for monitoring practice learning experiences. The employer informs the practice education support unit (PESU) of the external practice learning experiences and this is recorded on the university's system. It is the PESU that has oversight and monitors that the student gets a range of practice learning experiences.

Discussions at the approval visit with employers, PLPs and the academic team confirm that the employer for the apprentice student and the university placement unit for self-funding students will provide a plan of practice learning experiences for each student. Apprentice students will remain in their place of work with a defined period of external practice experiences while self-funding students will be allocated a base organisation for the duration of the programme.

An example practice learning experience plan demonstrates how students will get a range of experience across the lifespan and in different settings. This need for a breadth and depth of placements was confirmed by employers and PLPs and while this data is provided to the PESU it isn't clear who has responsibility for the assurance of the range and depth of practice learning experiences and how concerns about the provision are triggered. (Condition one)

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)

Not Met

R3.2 is not met. Documentary analysis and discussion with apprentice students we met demonstrates students will have a range of practice learning experiences to meet the holistic needs of people. The students and the academic team told us they are expected to maximise learning opportunities and have had opportunities for interprofessional learning and working with members of the multi-disciplinary team. Interprofessional learning experiences are recorded in the NAPAD.

Documentary evidence demonstrates that employers for apprentice students will source external practice learning experiences for students. Employers we met confirm they provide reciprocal practice learning opportunities in physical and mental health for example, and across the lifespan. However, the responsibility for the overall assurance of the breadth and context of student practice learning experience is not explicit within documentation. (Condition one)

There's an appropriate process in place for the assessment of practice learning. Practice supervisors and practice assessors and academic supervisors we met demonstrated an understanding of their roles and how they will support, supervise and assess the students. The course specification evidences that the named link lecturer for each practice learning environment works with the practice supervisor and practice and academic assessors to support the practice learning and assessment process. The course specification also details the ASLT will work with the apprentice student and supports the practice supervisor and practice and academic assessors.

The NAPAD records the student's practice learning experience and achievement of the learning outcomes, skills and proficiency by the practice supervisor, practice assessor and academic assessor. The OAR summaries the student's overall achievement and progression through the programme.

The documentary evidence demonstrates a range of mechanisms to assess and monitor the quality of practice learning environments and associated practice experiences. Bi-annual educational audits of practice learning environments are undertaken by the link lecturer in partnership with the PLPs. This was confirmed by employers, PLPs and the academic team. The educational audit records the capacity of practice supervisors and assessors. The link lecturer is the named university academic support for identified practice learning areas.

There are clear processes for capturing student feedback and evaluation, and for managing concerns and complaints. Student evaluations are completed online with the programme leader having oversight. Evaluations are reported at the course board where themes are identified. The ALST follow up any concerns raised by the apprentice student regarding practice learning in their place of work.

The AEI, employers and PLPs work collaboratively to monitor and address any issues raised in systems regulator reports that may impact on the practice learning environments.

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 evidences that simulation-based learning is planned within both years of the programme and progresses from practising clinical skills to the application of knowledge and skills in more complex scenarios. The programme has an objective structured clinical examination within simulation.

Documentary evidence and discussion with service users and PLPs at the approval visit confirm that scenarios used within simulation-based learning are collaboratively developed with PLPs and service users. For example, the development of dementia care skills.

Technology enhanced learning opportunities are used proportionally within the programme, for example for undertaking literature searches and through the completion of an online portfolio which demonstrates the students personal and professional development. The course specification details a virtual community and the virtual learning environment Blackboard provides additional online learning resources and the opportunity to communicate with other students. Students confirm they experience various technological systems to support, facilitate and assess their learning as they progress through the programme.

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. The programme documentation and findings from the approval process evidences a collaborative process with PLPs and employers should any student require reasonable adjustments in the practice learning environment. The programme handbook outlines that students with a disability should disclose this as soon as possible so that appropriate reasonable adjustments can be arranged.

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

Student representatives we met at the approval visit confirm that both practice and academic staff take students' individual needs into account.

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

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Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Met

R3.5 met. The course specification and programme handbook evidences that students have protected learning time in line with option B. For self-funding students the course specification and programme handbook confirm that they will be supernumerary throughout the programme in-line with option A. The university, PLPs and employers confirmed at the approval visit and commitment statements evidence apprentice students will have the required protected learning time and will be supernumerary when undertaking practice learning experiences. Documentary evidence in the course specification and programme handbook confirms the required theory and practice hours students will undertake. PLPs and employer representatives we met confirm that they are assured there's appropriate understanding of protected learning time within their organisations.

Appropriate processes are in place to ensure that protected learning time is monitored. The day to day hours record completed by each student in the NAPAD also tracks protected learning time and is overseen by practice facilitators and the student's personal tutor.

Student facing documentation clearly provides information related to protected learning time and supernumerary time for apprentice students and supernumerary status for self-funding students. Current HEE curriculum students we met at the approval visit confirm positive experiences of protected learning time with no reported concerns. Monitoring protected learning time is the responsibility of the academic assessor and ASLT. It is the responsibility of the learning environment lead to re-mediate and address deficiencies in the provision of protected learning time.

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

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No

R3.1 and R3.2 are not met. Documentary evidence and discussion at the approval visit with the academic team, employers and PLPs did not demonstrate who is responsible for the assurance of the depth and breadth of placement experience to ensure this is across the lifespan within a range of settings. This aspect of the systems and processes is not robust and does not meet SSSA R1.4. (Condition one)

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

No

R3.1 and R3.2 are not met. Documentary evidence and discussion at the approval visit with the academic team, employers and PLPs did not demonstrate who is responsible for the assurance of the depth and breadth of placement experience to ensure this is across the lifespan within a range of settings. This aspect of the systems and processes is not robust and does not meet SSSA R1.4. (Condition one)

Outcome

Is the standard met?

Not Met

R3.1 is not met. An example practice learning experience plan demonstrates how students will get a range of experiences across the lifespan and in different settings. However, it's not clear who has responsibility for the assurance of the range and depth of practice experiences for students. This aspect of the systems and processes is not robust and doesn't meet SSSA R1.4. (Condition one)

R3.2 is not met. Discussion with students demonstrated that they had appropriate and relevant experience practice learning experiences consistent with the requirements of the proposed programme. However, it isn't clear who has responsibility for the overall assurance of the breadth and context of student practice learning experience in the proposed programme. This does not meet SSSA R1.4. (Condition one)

Condition one: Specify in all programme and student facing documentation who is responsible for the overall assurance of the breadth and context of student practice learning experience. (SSSA R1.4; SPNAP R2.4, R3.1, R3.2)

Date: *14 October 2019*

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Post Event Review

Identify how the condition is met:

Condition one: The programme team provided revised documentation that evidences the changes required to meet condition one. A revised course design and development report, course specification, course handbook (apprentices), and course handbook (self-funding) clearly outline the responsibility of the AEI head of practice education in assuring the breadth and depth of practice learning experiences to ensure students meet programme requirements. The ASLT role in working with employers to monitor the breadth and quality of apprentice students practice experiences is clarified.

SPNAP R3.1 and R3.2 are now met.

Assurance is provided that SSSA R1.4 is met.

Evidence
UWL revised course design and development report, October 2019
UWL revised course specification, October 2019
UWL revised course handbook (apprentices), October 2019
UWL revised course handbook (self-funding), October 2019

Date condition(s) met: 18 October 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. SPNAP R3.1 and R3.2 are now met.

Assurance is provided that SSSA R1.4 is met.

Standard 4 Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies

with the NMC Standards for student supervision and assessment

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

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

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

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 confirms

that the university has worked in partnership with PLPs and employers to ensure that support, supervision, learning and assessment in the programme complies with SFNME. The university has partnership agreements with each employer.

Mechanisms are in place to ensure that the programme is designed and monitored by experienced practice and academic staff.

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 to the programme through to registration. Training in equality and diversity is provided for service user and staff involved in the programme.

Academic staff delivering the programme have a range of clinical and educational experience in supporting, teaching and assessing students. Documentary evidence and discussion with academic staff we met demonstrate ongoing training and development of academic staff.

Students are allocated a personal tutor who is the students first point of contact for support. Students at the approval visit confirmed that they received appropriate and timely support from their personal tutors.

Preparation for the implementation of the SSSA and the roles supporting students' practice learning has been undertaken collaboratively with PLPs and employers. Mentor updates have included reference to the SSSA since their publication and discussion has taken place at other relevant partnership meetings to aid understanding of the new requirements.

Educational audit of the practice learning environments is undertaken collaboratively which includes the availability of suitably qualified practice assessors and supervisors for each area.

The programme/student handbook provides details of the support, supervision and assessment in both the academic and practice learning environments. The course specification details learning support available for students.

Employers we met confirmed that there will be a collaborative approach between the relevant employer and the university in managing any concerns about a apprentice's fitness to practise.

The practice learning handbook identifies what to do if the students have concerns and students we met were clear about this process.. PLPs and students told us they receive support from academic staff visiting the practice learning areas including if they raise any concerns.

There are effective methods to gain student feedback that subsequently feeds into the programme enhancement procedures. Students we met told us that their

feedback to academic and practice staff is listened to. They gave examples of changes made to their programme as a result of this feedback, for example the inclusion of two days in university within this new programme.

Documentation demonstrate that students receive a full diet of induction, 60 hours of statutory and mandatory training, in preparation for practice experience. The induction activities are detailed in the course handbooks.

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 and discussion at the approval visit confirms the university and PLPs have worked in partnership at a local and wider level to meet the SSSA. Collaborative working with practice leads and employers to implement the SSSA is clearly evidenced in the documentation which demonstrates clear lines of communication and responsibility.

Practice supervisors and practice assessors will be identified by the employer for apprentice students and the PLP for self-funded students. The NAPAD identifies that the practice assessor must be a registered nurse. The practice assessor will change in year two of the programme reflecting the requirement in the SSSA.

Practice assessors and practice supervisors we met understand their new roles and the role preparation required. The course specification outlines how the practice assessor, practice supervisor and academic assessor will work together, and this was confirmed by the practice and academic assessors we met at the approval visit.

There's a clear process for the assessment of practice learning. The role of the practice supervisor, practice assessor and academic assessor within this process are clearly explained within the programme documentation including the NAPAD. The programme has adopted the England NAPAD and OAR which will facilitate consistent assessment of practice that complies with the SSSA.

There's clear documentary evidence of locally agreed principles for the ongoing preparation for practice supervisors, practice assessors and academic assessors in line with the NAPAD. There's a proposed course to prepare new practice assessors that will replace the current mentor preparation course. Discussion with employers and PLPs at the approval visit confirm they are supporting practice supervisors and assessors to undertake their role including continuing development. The course specification identifies the student will have a different academic assessor for each part of their programme. The academic team confirmed that the course leader would have oversight of the academic assessor

role to ensure sufficient capacity and that preparation for the role has been undertaken. The university has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

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 as evidenced through the assessment and feedback strategy detailed in the programme documentation.

Documentary analysis demonstrates that formative and summative assessments are scheduled appropriately to provide students with feedback throughout the programme to support their development. Formative and summative assessment and feedback opportunities are detailed in each module specification and are also included within practice learning experiences which are recorded in the NAPAD. There's documentary evidence and confirmation from service users we met that they are involved in formative feedback both within theory and in practice learning environments the opportunities for which increases in year two of the programme. The student's online portfolio also includes feedback from service users and peers as well as student reflective accounts. Real time debriefing and video analysis related to learning and assessment activities provides students with feedback. A forum theatre and reflections of interactions with peers, service users and carers and others facilitate development of communication and interaction skills.

Students we met at the approval visit confirm that they receive a high level of support within the university and in practice learning environments to aid their development.

The assessment process is described in student facing information. The practice assessor has a key role in assessing students' progress and achievement,

including their proficiency for safe and effective care. The practice assessment process is clearly evident in the NAPAD. The course specification briefly describes what happens when assessment criteria are not met and the fitness to practise handbook provides guidelines if there are safety and inadequate care concerns.

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 and to the NMC Standards of proficiency for nursing associates. The NAPAD is also mapped to the NMC standards and proficiencies.

Discussion at the approval event with employers, PLPs and the academic team and an example mapping tool evidences how a breadth of practice learning experiences will be provided to meet the Standards of proficiency for nursing associates.

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

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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

Is the standard met?

Met

Date: *14 October 2019*

Post Event Review

Identify how the condition is met:

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)

Yes

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 exit award leading to NMC registration.

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?

Met

Date: *14 October 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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	Yes
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	Yes
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: Updated 18 October 2019	

UWL revised course design and development report, October 2019
UWL revised course specification, October 2019
UWL revised course handbook (apprentices), October 2019
UWL revised course handbook (self-funding), October 2019
UWL revised course approval outcomes proforma, undated
UWL course overview with amended level five learning outcomes, undated

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

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: x two HEE trainee nursing associate curriculum, October 2018 year one	
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	Yes
System Regulator Reports List Berkshire Healthcare NHS Foundation Trust, report published 2 October 2018	

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The Berkshire Independent Hospital, report published 21 June 2019

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

As an established AEI and provider of NMC programmes there is no requirement to review resources.

Issue record			
Final Report			
Author	Claire Thurgate Elizabeth Hellier	Date	20 October 2019
Checked by	Bernadette Wallis	Date	13 November 2019
Submitted by	Amy Young	Date	18 November 2019
Approved by	Leeann Greer	Date	20 November 2019