Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of West of England in Bristol
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Royal United Hospital NHS Foundation Trust North Bristol NHS Trust Private voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	FdSc Nursing Associate
Date of approval visit:	3 July 2019

Programme start date:
    Pre-registration nursing associate
    Nursing associate apprenticeship
	N/A
	1 October 2019

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

Summary of review and findings

The university of West of England (UWE), faculty of health and applied sciences, department of nursing and midwifery (the school) has submitted for approval a full-time pre-registration nursing associate (apprenticeship) programme. The programme is a two- year foundation degree (FdSc) nursing associate incorporating eligibility to register as a nursing associate with the Nursing and Midwifery Council (NMC) upon successful completion.

Documentary evidence and the approval process confirm partnership working between UWE, students, service users/carers and practice learning partners (PLPs) at both operational and strategic levels. Employer PLPs who are identified as having student apprenticeship nursing associates are north Bristol trust, Sirona care and health, Avon local medical committee limited, Care UK, Bristol community health CIC and royal united hospital Bath foundation trust.

The arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). The arrangements at programme level meet the Standards for student supervision and assessment (SSSA).

The programme is recommended to the NMC for approval. Visitors made three recommendations. The university made three recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Recommendations to enhance the programme delivery:	Recommendation one: The programme team to consider working with PLPs to scope further opportunities to strengthen service user/carer involvement in recruitment and selection of student nursing associates. (SFNME R2.7) Recommendation two: The programme team to consider formalising partnerships with independent and voluntary sector providers who offer elective opportunities to student nursing associates. (SFNME R3.3; Standards for pre-registration nursing associate programmes (SPRNAP) R3.2)

	Recommendation three: The programme team to consider further developing their student nursing associate specific programme of ongoing advice and updates for practice supervisors and practice assessors. (SFNME R4.1; SSSA R3.4, R3.5; SPRNAP R4.2)
	Recommendation four: The programme team to consider building on the opportunity to ensure students remain engaged between the end of the foundation degree programme and the apprenticeship end point assessment. Consideration to be given to formalising what happens during this phase for student support. (University recommendation)
	Recommendation five: The programme team to consider appropriate resources are in place allowing the programme to scale-up successfully both in the university and practice. (University condition)
	Recommendation six: The programme team to reflect on whether the current tools used for equality diversity and inclusion (EDI) training are appropriate and consider expanding on this. (University condition)
Focused areas for future monitoring:	Service user/carer involvement in recruitment.
	Partnership formalisation with independent and voluntary sector practice learning providers.
	Provision and monitoring of protected learning time for all students.
	The current arrangements for planning and allocation of 'hub and spoke' placements continues to meet the learning needs of the student nursing associates.

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

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

Summary of observations made, if applicable	

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 |

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Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

R4.3 have sufficient opportunities to engage with practice assessors and 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.

There's effective partnership working between UWE and all stakeholders at operational and strategic levels. Collaborative governance arrangements, processes and policies are described by all stakeholders. A joint project board considers matters of professional suitability and student support and reports into the health and social care board of senior academic and practice staff. Professional placement strategy groups, south central area practice partnership (SCAPP) and the south west practice partnership (SWAPP) exist to ensure management of practice learning environments and development of further capacity.

A comprehensive commitment statement signed by the employer, UWE and students sets out each of their roles and responsibilities. PLPs and students describe a positive learning culture and tell us about effective collaboration between PLP employers and the university to manage any issues or difficulties which arise. There's documentary evidence of a collaborative approach to programme development, with feedback from students including how evaluations inform the new curriculum design process. Students feel empowered and say how their feedback is listened to and acted upon. Student recruitment, selection and admissions processes are robust. Interviewing and selection processes include practice partners, teaching staff and service users. All partners contribute to the initial and ongoing curriculum design process through stakeholder events, feedback and ongoing consultation meetings. PLPs tell us some service user/carers are involved in recruitment and selection of prospective students and want to enhance this involvement (recommendation one) (SFNME R2.7). There's documentation detailing roles and responsibilities of UWE, PLPs, academic supervisors, practice assessors, practice supervisors, academic assessors and students which includes the ways they will collaborate.

Students tell us they receive feedback in practice from their practice supervisors and practice assessors and this is recorded in the practice assessment document (PAD). There's is a joint approach to student assessment which takes into account individual learning needs including reasonable adjustments and support needs. Students and PLPs say practice learning opportunities are arranged using a 'hub and spoke' allocation system which ensures students experience working with a range of people, across the lifespan and in a wide variety of settings.

Service user/carers tell us about their involvement in all aspects of the programme. Their contribution is appreciated by students and they feel a valued part of the programme team. The PAD demonstrates involvement of service users/carers in providing formative feedback to students. UWE's service user strategy (public involvement in professional education: PIPE) and implementation plan outlines investment in service user contributions to the education of all students. The programme team ensure all students have themed days where service users share their experiences and diverse needs directly with students. The use of Misfits theatre company consisting of service users with learning disabilities and mental health service users contributes to teaching in the curriculum. At a strategic level, service users will be invited to attend field programme management committees and contribute to all aspects of programme design, delivery and evaluation.

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

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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

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).

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

   YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

   YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

   YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

   YES ☒   **NO** ☐

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

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

   MET ☒   **NOT MET** ☐

R1.5 is met. There's robust evidence of recognition of prior learning (RPL) process and policy. RPL process includes appropriate professional representation at a panel considering all applications on an individual basis. Guidance on RPL is available to candidates and the programme lead undertakes mapping of RPL claims to the Standards of proficiency for nursing associates for presentation to a multidisciplinary board of review. The programme team say each case is considered individually and confirm RPL of more than 50 percent is capable of being mapped into the programme for registrant nurses without restrictions on their practice. UWE confirms external examiner involvement in the process for considering RPL claims.

- 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. The ongoing achievement record (OAR) and PAD directly map to the Standards of proficiency for nursing associates and include numeracy, literacy, digital and technological literacy. Documentary evidence shows extensive curriculum mapping to meet the proficiencies and programme outcomes. Screening of maths, English and digital literacy are part of the admissions process for students. Students develop numeracy, literacy, digital and technology enhanced skills throughout the programme and in assessments, for example, they have multiple choice questions online in medicines management and complete Vlogs. The skills simulation suite and simulation house replicate a hospital ward and home setting where students are able to practice clinical and communication skills and build their confidence for practice. These facilities and technologies play an integral part in the programme and allow learners to practice and demonstrate their clinical and professional skills in a safe environment. The programme team supports literacy and numeracy development through formative and summative feedback with a variety of teaching and assessment methods. There are newly increased library support sessions related to numeracy, literacy, digital and technology enhanced learning throughout the programme. Students confirm support for numeracy, literacy, digital and technology enhanced learning.

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** ☐

Students on the existing health education England (HEE) programme will not transfer to the programme or the SSSA. Any student interrupted from studies will join the new programme and have recognition of their prior learning. Students tell us they're consulted about the proposed programme. UWE and PLPs are including information on the new programme and existing practice supervision arrangements for current students in practice supervisor and practice assessor preparation events. UWE and PLPs are confident they are managing supervision and assessment of students in practice.

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: 7 July 2019	

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field

specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

MET ☒   **NOT MET** ☐

R2.4 is met. The programme will use a hub and spoke model for practice learning. This will provide students with a range of practice placement experiences across the lifespan and in a variety of settings in hospital, social care, at home and close to home. The allocation of these practice placements is managed by PLPs in consultation with the programme team and faculty director of placements. Students and practice assessors tell us there's sufficiently varied placement opportunities to enable all learning outcomes to be met.

The programme team run a series of themed learning days to ensure students experience all specialisms, for example, a dementia day, mental health wellbeing and misfits theatre company (service users with mental health issues and/or learning disabilities).

UWE and PLPs work in partnership to ensure there's sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and assessment of skills and competence for all students in all settings. UWE has appointed a tripartite reviewer who has overall responsibility for tripartite reviews and assessments.

There is a suitably qualified external examiner for the programme.

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. The programme length and required hours are detailed in the programme specification and handbook. The OAR records ongoing monitoring of practice placement hours using a tripartite approach between student, practice assessor and academic assessor. UWE and PLPs agree arrangements for retrieval of theory and practice hours where appropriate and suspension or deferment processes for students with mitigating circumstances. The programme

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team say the programme is designed to allow students to meet the programme theory requirements and Standards of proficiency for nursing associates in 3000 programme hours. Students confirm there's enough opportunity in theoretical and practice learning to meet the Standards of proficiency for nursing associates. A summary breakdown of theory and practice hours and a practice placement planner is provided in the programme handbook.

- 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. Programme documentation demonstrates an equal balance of theory and practice learning in structure. A wide range of teaching and learning strategies are used in the programme for example, lectures, group work and seminars. Some innovative use of blended learning and simulation to enhance learning are described by the programme team. These include an IT package on clinical skills, Lynda.com for improving IT skills, and an instant feedback package called 'turning point'. All modules include appropriate aims, learning outcomes, module content and designated programme hours for each part of the programme and at the end point. Students have individual training and assessment plans.

The practice allocation model demonstrates how designated hours are achieved and arrangements for monitoring and managing both programme and practice placement hours are confirmed by students, PLPs and the programme team.

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** ☐

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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** ☐

Date: 7 July 2019

Standard 3: Practice learning

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

MET ☒   NOT MET ☐

R3.1 is met. Documentary evidence and the approval process demonstrates mapping of practice placements and integration of a hub and spoke model of practice allocation which enables students to deliver safe and effective care to a diverse range of people in a variety of settings. There's a process to raise and escalate concerns in practice environments. Students and PLPs know about these processes and understand collaborative arrangements between employer and university to address these.

Information on how practice supervisors, practice assessors and academic assessors work collaboratively to support and assess students in achieving the Standards of proficiency for nursing associates is provided and reflected in the OAR and PAD. Practice learning opportunities support students to provide holistic and person-centred care. Students say they experience a wide variety of practice placements caring for individuals across the lifespan. There's elective day experiences allowing students opportunity to observe health and social care in non-standard settings of their choice. The PAD and placement planners show the diversity of learning opportunities in practice. The PAD records student development and progression in practice through the programme. Students confirm diverse practice learning experiences throughout their programme.

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

MET ☒   NOT MET ☐

R3.2 is met. Governance arrangements are evident for the approval, monitoring and evaluation of practice placement areas There's a strategy for auditing practice placements. All placements are audited through the online ARC audit tool and placement environment profile designed to ensure the safety and quality of practice learning areas. PLPs say they're able to remove or suspend a practice learning area should this be necessary and do this in collaboration with UWE. PLPs will allocate practice learning placements in collaboration with the university. There's a placement coordinator with responsibility for ensuring students receive a

range of practice learning experiences with people of all ages. Practice placements are used across the region in NHS, voluntary and private care settings. Individual student journeys are recorded in training and assessment plans. Students say they regularly evaluate their practice learning placements and PLPs confirm they receive timely reports on this. Students and PLPs confirm how experiences of people with diverse needs across the lifespan will be ensured.

Students say the hub and spoke allocation model enables them to gain experience in a wide range of practice learning environments across the lifespan. The programme team describe how short elective practice placements in a variety of independent and voluntary settings are organised by students themselves with oversight from the programme team. Students say this helps improve their communication, confidence and organisational skills. Students give us examples of some elective practice placements and are able to relate them to their programme learning outcomes. (Recommendation two) (SFNME R3.3; SPRNAP R3.2)

- 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. We found evidence that students are able to access an online learning environment (OLE) where formative digital, numeracy and literacy assessments are housed. Technology enhanced and simulation-based learning is effective and proportionate in the programme. The PAD and OAR include a record of student proficiency in numeracy, literacy, digital and technological literacy. The modules 'pharmacology and medicines management' and 'applied anatomy and physiology for clinical practice' incorporate numeracy and there's a numeracy workbook for skill development. The programme team use Elsevier clinical skills software, Anatomy TV and BMJ Learning to enhance anatomy and physiology and clinical skills learning knowledge through their online platform. PebblePad is used for development and assessment of portfolio-based work. The library run a series of generic study skills workshops online. There's a range of assessment methods in the programme including objective structured clinical examinations, written examination, presentations, VLOGs and group campaigns.

Students use a simulation suite with acute care areas, paediatrics and a bespoke community simulated house for learning clinical skills. Students tell us there's opportunities for inter professional learning in clinical placements where they work alongside members of the multidisciplinary team.

- 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. We found policy and process for making reasonable adjustments for students with disabilities. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. UWE disability services provide an assessment of individual student learning needs, including the

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need for reasonable adjustments. The PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs. PLP occupational health departments are able to recommend reasonable adjustments. PLPs and the programme team say how they collaborate and work in partnership to resolve student needs for reasonable adjustments and are responsive to changes in personal circumstances such as compliance with a family friendly approach to curriculum delivery and practice placement allocation.

- 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)

<div align="right">

MET ☒   NOT MET ☐
</div>

R3.5 is met. UWE and PLPs are implementing option B. This will be achieved through protected learning time in spoke practice placements, university attendance and hub practice placements. A programme structure document provides detail of the pattern with 20 percent of programme time for academic study, 20 percent programme time for external practice placement learning and the rest of the programme time is protected learning time. Students are informed of their learning pattern at induction. University study days and practice learning days are consistently set as the same day each week. Protected learning time is recorded in individual training plans, monitored weekly by practice assessors and every 12 weeks by a tripartite meeting between the academic assessor, PLP and student.

PLPs tell us they ensure all practice placement areas have a shared understanding of protected learning time. There's an apprenticeship agreement which is signed by the employer, UWE and students. The agreement details the responsibilities and expectations of all parties. Protected learning time is agreed and monitored by employers in collaboration with UWE and the academic assessor. Students, PLPs, academic assessors and practice assessors tell us their understanding of protected learning time and confirm this is sufficient to meet practice learning outcomes.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an

overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	**YES** ☒ **NO** ☐

Outcome

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

Date: 7 July 2019

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="right">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. There is evidence of intended partnership working, joint working arrangements and sharing good practice through the practice placement support process which includes practice supervisor and practice assessor preparation workshops. There's a training service agreement which details each partner's responsibility and role for collaboration and ensuring learning experiences. These are signed agreements between UWE and PLPs. A commitment statement is agreed and signed by employer, student and UWE. It outlines responsibilities and is reviewed at each tripartite meeting. UWE and PLPs ensure students receive safe, effective and inclusive learning experiences. The programme complies with the SFNME to ensure student support, supervision, learning and assessment.

There is a clear strategy for auditing practice placement. All placements are audited through the online ARC audit tool and placement environment profile designed to ensure the safety and quality of the placement. There is evidence of the use of consistent and objective criteria for the approval of practice placements. This includes scrutiny of processes to ensure availability of suitably qualified practice supervisors and practice assessors. Students tell us they're supported in their learning and complete evaluations on practice learning experiences. They know how to escalate concerns about patient care. UWE and PLPs work together and have processes for reviewing audits, student evaluations and suspending practice learning areas if needed.

- 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)

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MET ☒   **NOT MET** ☐

R4.2 is met. We found a bespoke handbook and guide for practice supervisors and practice assessors in relation to nursing associate students. The handbook contains plans for implementing the SSSA and reflects the partnership approach between UWE and PLPs. UWE works with PLPs to develop training and update materials for the new roles of practice supervisor and practice assessor. PLPs say current mentor updates are updated to include an outline of these new roles in advance of the new programme. The academic assessor will be different for each part of the programme and is prepared for this role by UWE. PLPs tell us they're investing in additional staff as practice education facilitators (PEF) to support students and supervision in practice. Existing mentors report they get protected time to attend a rolling programme of SSSA updates and training. While they feel fully prepared for their role, they say they'll benefit from clear delineation between pre-registration nursing associate and pre-registration nursing programmes. (Recommendation three) (SFNME R4.1; SSSA R3.4, R3.5; SPRNAP R4.2)

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

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

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. We found students receive feedback throughout the programme in both theory and practice components. Formative and summative theory assessments are detailed in the module specifications and in the programme handbook. Students say they're happy with the amount and quality of feedback they receive. The PAD allows practice supervisors and practice assessors to provide feedback to students on practice learning. The PAD includes the requirement for students to receive formative feedback on their performance from service users/carers. The practice supervisor or practice assessor obtains consent from service users/carers to give student feedback. Students say discussion on feedback from service users/carers forms part of their practice assessment.

- 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. Mapping documents and programme specifications indicate how students are able to meet the Standards of proficiency for nursing associates. Detailed module descriptors are supplied for all modules and are in the programme handbook. The PAD records student learning and progress towards achieving all required proficiencies. Both generic and specific university guidance for using the PAD is contained in the document. Practice supervisors and practice assessors record their decisions on assessment and student progress and proficiency in the PAD. The PAD includes sections for students to record reflections on their progress and performance along with a number of action plans. These enable them to focus on further development and on-going learning needs. Any interprofessional learning undertaken with members of the multidisciplinary team is recorded in the PAD. Academic assessor responsibilities are well defined. They make objective decisions about student progression and assessment in collaboration with practice supervisors and practice assessors across the stages of the programme. The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance. PLPs tell us policies are revised and amended so students can practice skills and proficiencies.

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** ☐

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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: 7 July 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

Fall Back Award

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

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

YES ☐　　　NO ☐ N/A ☒

There is no fall back award for this programme which confers 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: 7 July 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:		
If you stated no above, please provide the reason and mitigation\n\nNo FE involvement in this programme.		
Additional comments:		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☐	☒
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐

Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: HEE nursing associate programme students: Two x year one Five x year two		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation Not relevant as no FE college delivery.		
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: Care Quality Commission reports: 2gether NHS Foundation Trust, 1 June 2018 Royal Cornwall Hospitals NHS Trust, 14 December 2018		

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Stow Surgery, 2 March 2018

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

Not required as an existing AEI.

Additional comments:

UWE self-assessment report, 2018-19

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Issue record			
Final Report			
Author:	Sally Hore	Date:	29 July 2019
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