Programme approval visit report

Section one

Programme provider name:	University of Worcester
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	2gether NHS Trust Health and Care Trust Worcester Worcestershire Health Care NHS Trust Wye Valley Acute NHS Trust Private voluntary and independent healthcare providers
Programmes reviewed:	Nursing Associate
Title of programme:	FdSc Nursing Associate
Date of approval visit:	17 April 2019
Programme start date:	2 September 2019
Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Tony Bottiglieri Lay Visitor: Phil Stephenson

Summary of review and findings
The University of Worcester (UoW) presented a two-year full-time foundation degree science (FdSc) nursing associate programme for approval against the NMC Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates (NMC, 2018). The programme has been developed in partnership with 2Gether NHS Trust, Health and Care Trust Worcester, Worcestershire Health Care NHS Trust, Wye Valley Acute NHS Trust and independent sector organisations.

Programme documentation and the approval process provides evidence of effective partnership working with practice learning partners (PLPs). The development of the programme has included consultation and co-production with PLPs, students and service users and carers.

There is a pan regional practice assessment document (PAD) which was developed in collaboration with approved education institutions (AEIs) who share practice learning environments. There is evidence of effective partnership working at a strategic level between the AEI and PLPs through practice learning partnership agreements, the quality assurance of practice learning environments and sustaining the capacity of practice learning placements.

At an operational level there is effective partnership working between the AEI and PLPs in the preparation and support of practice assessors and supervisors and academic assessors.

There is evidence of strong effective partnership working with service users and carers in the development, design and delivery of the programme.

Documentary evidence and discussions at the approval visit confirm that arrangements at programme level meet the NMC Standards framework for nursing and midwifery education and the Standards for student supervision and assessment (NMC, 2018).

The programme is recommended to the NMC for approval subject to one specific condition. There are five recommendations.

17 May 2019

Evidence was provided to meet the condition. The condition and related standard/requirement is now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Nursing & Midwifery Council

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

MOTT MACDONALD

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Ensure the statement of minimum entry requirements with respect to educational qualifications at level 3 and level 2, and arrangements for mature students is clearly and accurately stated in all course documentation, with the programme specification document being the definitive statement. This should also include reference to English language requirements. (Standards for pre-registration nursing associate programmes R1.1, R.1.1.3.) **Practice learning:** None identified **Assessment, fitness for practice and award** None identified **Education governance: management and quality assurance** None identified
Date conditions to be met:	17 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: Develop the nursing associate programme on the university web page to provide accurate information about entry requirements and programme details, including the clear expectations with regard to study workload and the nature of the learning and teaching experience on the programme. (Standards framework for nursing and midwifery

Nursing & Midwifery Council

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

MOTT MACDONALD

education R3.2; Standards for pre-registration nursing associate programmes R1.1.3, R1.1.4 and R2.5)

Recommendation two: Develop a mechanism or mechanisms for monitoring the supervision capacity of practice placement partners (for example, through a database or other method of sharing and maintaining the currency of information), so that the programme has an overview of the opportunities available for practice learning, together with the supervision and assessment capacity available. (Standards for pre-registration nursing associate programmes R4.2; Standards for student supervision and assessment R2.1, R6.1)

Recommendation three: Provide in the programme handbook and programme specification, an explanation of the relative role and responsibilities of the personal academic tutor (PAT) and the academic assessor and include PAT meetings in the programme calendar. (Standards for pre-registration nursing associate programmes R4.2; Standards for student supervision and assessment R9.6)

Recommendation four: Review the presentation of the programme handbook, so that essential information is made more accessible for students, and that specified modules are reviewed in relation to learning outcomes and assessment. (Standards for pre-registration nursing associate programmes R2.7; Standards framework for nursing and midwifery education R3.2)

Recommendation five: Review and clarify the processes for assessment of the additional learning support needs of students, including clarity on entitlements and funding arrangements to meet any additional support needs identified. (University recommendation) (Standards framework for nursing and midwifery education R3.11)

Focused areas for future monitoring:	Sufficient practice learning capacity to support nursing associate students.
	University web information provides appropriate nursing associate programme details to enable candidates to consider programme demands and entry requirements.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions
Revised programme specification documentation provides evidence that the changes required to meet condition one have been made.
Assurance is provided that the minimum entry requirements are accurately stated within the programme specification document, including English language requirements. Information for prospective students is also provided.

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

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date conditions met:	18 May 2019

Section three

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

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

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

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

---

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.

Programme documentation and discussion at the approval visit confirms strong evidence that partnership working is effective at all levels between UoW and PLPs, service users and carers and students in the development of the proposed programme. This includes representation from independent and voluntary health and social care organisations at both primary and secondary care levels. The UoW and all stakeholders are committed to the implementation of the new standards.

At the approval visit PLPs commented on the excellent communication processes in place with the UoW which enables quick resolution of any issues raised by PLPs as well as the AEI's responsiveness to ideas. There is evidence of effective partnership processes for maintaining the practice learning environments and the support for practice assessors and practise supervisors.

Service users and carers confirmed that they are supported and feel valued by the UoW. They told us that they feel they are engaged as full partners and that their voices are heard. Students and members of the academic programme delivery team confirmed the importance of service users' and carers' involvement in programme delivery.

The UoW has worked diligently at developing an effective service user and carer group, known as the IMPACT group. The group told us of their involvement with teaching and learning activities including student assessments and simulated

learning within the university setting, the recruitment of students and attendance at programme meetings. IMPACT group members confirmed they are offered in-service training and development opportunities alongside UoW employees.

Students were extremely complimentary about the support provided in theory and practice learning when undertaking the Health Education England (HEE) nursing associate programme which will be provided for the proposed programme. They confirmed that support was responsive and timely. Learning resources are effective, including virtual learning platform access, library provision and support, and pastoral support for students presenting with additional learning needs. However, information regarding access to additional support for students with additional learning support needs could be improved with more effective signposting of information within the programme handbook. (Recommendation five, university recommendation) (Standards framework for nursing and midwifery education R3.11)

Students confirmed that employment and career paths for nursing associates have been established for them and for future nursing associate trainees. They told us of the complexity in using the student handbook, advising that the current handbook was too cumbersome and difficult to navigate in locating important programme information. The approval panel recommended the programme development team review the presentation of the programme handbook, so that essential information is made more accessible for students, and that specified modules are reviewed in relation to learning outcomes and assessment. (Recommendation four) (Standards framework for nursing and midwifery education R3.2)

Students commented that workload demands for those undertaking the proposed programme will be less challenging as students will be full-time and supernumerary. Students felt that programme information on commencing the programme did not provide enough details regarding workloads. The approval panel recommended the programme development team make clear the workload expectations for prospective students before applying for the programme. (Recommendation one) (Standards framework for nursing and midwifery education R3.2, Standards for pre-registration nursing associate programmes R1.1.3, R1.1.4 and R2.5)

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** ☐

If the AEI has not met the Gateway 1 Standards, please provide narrative for any exceptions:

Gateway 2: *Standards for student supervision and assessment* **MET** ☒
NOT 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:
1.1.1 demonstrate values in accordance with the Code
1.1.2 have capability to learn behaviours in accordance with the Code
1.1.3 have capability to develop numeracy skills required to meet programme outcomes
1.1.4 can demonstrate proficiency in English language
1.1.5 have capability in literacy to meet programme outcomes
1.1.6 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** ☒

R1.1.1 is not met. Programme documentation provides details of the selection, admission and progression process for the programme. The programme development team, PLPs, services users and carers and students confirmed how the process was developed and managed, including the ongoing process for student digital literacy. The student selection process involves values-based selection criteria which includes testing against the required behaviours as defined by the NMC Code. Students confirmed the selection process includes values-based questions with patient and service user scenarios, and numeracy and literacy testing. Service users and carers are involved in the recruitment and selection process.

Digital literacy is monitored as integral to programme delivery through the teaching, learning and assessment strategy. Progression points are identified within programme documentation. Students told us of their understanding of the progression requirements for theory and practice at year one and into year two.

Programme documentation is unclear in defining educational entry requirements for the proposed programme. The programme development team must ensure the statement of minimum entry requirements with respect to educational qualifications at academic level two and three, and arrangements for mature students is clearly and accurately stated in all programme documentation, with the programme specification document being the definitive statement. This should also include reference to English language requirements. (Condition one) (Standards for pre-registration nursing associate programmes R1.1, R.1.1.3.)

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record

11

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)

Please provide your narrative and met/not met outcome

R1.5 is met. Documentary evidence and discussion at the approval visit confirms that up to a maximum of 50 percent of recognition of prior learning (RPL) can be accredited on application to the programme. The programme development team stated this is communicated to students through the UoW programme web page. The process is overseen by the programme admissions tutor and confirmed by the exam ratification board with external examiner involvement.

- 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)

Please provide your narrative and met/not met outcome

R1.6 is met. There is comprehensive mapping of the programme outcomes to the NMC Standards of proficiency for nursing associates which identifies where indicative content and outcomes will be achieved.

Documentary evidence confirms the entry requirements an applicant needs which includes GCSE Maths and English grade C, or level 4, or foundation level 2 in each. The programme team confirmed the programme design takes account of developing numeracy, literacy, digital and technological during the programme. Students, PLPs and the programme development team told us that numeracy and literacy is tested as part of the entry requirement and revisited across year one and two theory and practice modules. Formative opportunities to develop the required numeracy skills are designed within theory and practice modules including numeracy related to medications management and administration. Students' digital and technological abilities are assessed on entry to the programme and in modules early in the programme. Additional training and development of skills is provided through individual or group support. Development of digital skills also takes place in practice learning environments including the use of electronic patient records and patient care planning inputs.

Students confirmed they are supported in addressing the numeracy, literacy, digital and technological demands of the programme. Students told us that access to digital training is available and well-resourced through the UoW library service. Students told us that they use this service and value its provision.

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.**

Students currently undertaking the HEE curriculum framework programme are not permitted to transfer onto the programme under review. Students completing the HEE curriculum framework programme will undergo a separate process on completion in order to achieve NMC registration.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met   **YES**   ☒   **NO** ☐

Outcome: The standard is not met.

Date: 17 April 2019

State reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)

Programme documentation is unclear in defining educational entry requirements for the proposed programme. The programme development team must ensure the statement of minimum entry requirements with respect to educational qualifications at academic level two and three, and arrangements for mature students is clearly and accurately stated in all programme documentation, with the programme specification document being the definitive statement. This should also include reference to English language requirements. (Condition one)

Condition one: Ensure the statement of minimum entry requirements with respect to educational qualifications at level 3 and level 2, and arrangements for mature students is clearly and accurately stated in all course documentation, with the programme specification document being the definitive statement. This should also include reference to English language requirements. (Standards for pre-registration nursing associate programmes R1.1, R.1.1.3.)

Post event review

Identify how the condition(s) is met

The programme team have updated the programme specification document to accurately reflect the minimum entry requirements including both level two and three requirements. English language requirements are also included.

This information is also included in the provision of information for prospective students, which forms the basis of the information provided on the course webpage.

Evidence:

Response from programme team to conditions, 18 May 2019

Revised programme specification, FdSc Nursing Associate 2019/20, updated April 2019

FdSc Nursing Associate template for provision of information for prospective students, 2 May 2019

Screenshot of FD Nursing Associate course webpage – entry requirements, 18 May 2019

Date condition(s): 18 May 2019

Revised outcome after condition(s) met: The standard is met.

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)

Please provide your narrative and met outcome

R2.4 is met. Documentary evidence and discussion at the approval visit confirm that the design and delivery of the programme will support students in both theory and practice learning settings to experience a non-field specific nursing associate programme. Practice learning environments provide students with learning opportunities in all four fields of nursing practice, and in a variety of settings including: learning disabilities, mental health, child, community, primary care, acute and maternity services.

Students and PLPs told us of the process used to ensure that students are provided with practice learning opportunities across the lifespan. In some instances, a spoke practice learning approach is adopted where diverse placements are utilised which students confirmed is effective in enabling them to experience the health and social care needs of all service users across the age range and within variety of care settings.

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

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

Please provide your narrative and met/not met outcome

R2.6 is met. Documentary evidence and discussion with the programme team confirms the length of the programme and the required hours for both theory and practice learning meet NMC requirements. The programme is timetabled for 45 weeks per year, which includes an allocation of seven weeks holiday. The programme planner (September 2019-2021) details how programme hours are achieved and module descriptors include theory and practice learning hours.

There is close monitoring of practice and theory hours by the programme team. The programme development team, PLPs and students confirmed that swipe cards are used to monitor university attendance. The PAD records the attendance hours in the practice learning environment. The programme team advised that this is continuously reviewed and outstanding hours are discussed

with the programme lead, the student's personal tutor and student to enable any deficit hours to be achieved.

- 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)

Please provide your narrative and met/not met outcome

R2.7 is met. Documentary evidence and discussion with the programme development team confirms the programme structure has an equal balance of theory and practice learning hours to meet NMC requirements. There is an additional four weeks provided to support assessment retrievals for theory or practice elements of programme learning, if required.

The module descriptors provide details of the aims and learning outcomes and assessment methods. Detail of how the learning outcomes will be achieved is provided which is appropriate for the proposed programme.

Documentary evidence and confirmation by the programme team confirms programme learning outcomes are mapped to the Standards of proficiency for nursing associates. This ensures the Standards of proficiency for nursing associates and associated skills are achieved by the end point of the two-year programme.

There is evidence of a range of teaching and learning strategies used within the programme to deliver theory and practice learning. This includes extensive digital and technological resources such as role play video and audio recording and skills simulation devices.

Students confirmed the programme handbook incorporates details about the programme, including university regulations. However, students expressed concern that the handbook is cumbersome and difficult to use. The programme development team are advised to review the presentation of the programme handbook, so that essential information is made more accessible for students, and that specified modules are reviewed in relation to learning outcomes and assessment.

Recommendation four. (Standards for pre-registration nursing associate programmes R2.7; Standards framework for nursing and midwifery education R3.2)

Nursing & Midwifery Council

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

MOTT MACDONALD

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** ☐

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

Outcome: The standard is met.

Date: 17 April 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:

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

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)

Please provide your narrative and met/not met outcome

R3.1 is met. Programme documentation identifies two practice learning placements which are undertaken by students in each year of the programme to enable 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. In some cases, spoke arrangements are used to facilitate learning opportunities in order to experience care for people with diverse needs such as mental health, learning disabilities and physical health across the lifespan. The programme development team and PLPs confirmed this is an effective model which enables students to access practice learning environments whilst still being supported and supervised by their practice learning host placement provider.

The programme development team and PLPs confirmed the collaboration involved in securing capacity and appropriate practice learning environments for the programme. Mechanisms have been developed such as practice zone teams and practice learning panels which enable the monitoring of practice learning opportunities

- 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)

Please provide your narrative and met/not met outcome

R3.2 is met. Documentary evidence confirms students will be allocated to a variety of practice learning experiences to meet the holistic needs of people

across the lifespan. Students must record these experiences in the PAD. Students described bespoke enhanced learning days are available to them which link to specific practice learning content including, for example, dementia, learning disabilities, sensory impairments, and mental capacity.

Documentary evidence and discussions at the approval visits confirms practice learning experiences are evaluated by students at the end of each placement. These are reviewed by zone placement teams and PLPs. PLPs and the programme development team confirm that practice learning evaluations contribute to the quality assurance of the suitability of the practice learning environments in enabling students to meet the programme practice learning outcomes. The programme development team confirmed the findings from practice learning evaluations are reviewed at the course committee meetings which involve PLP and student representatives and decisions are made to enhance the practice learning environment through actions plans, if required.

Programme documentation confirms that practice assessments are moderated by practice panels. Membership will include practice assessors, academic zone tutors, academic assessors and practice education facilitators (PEF). PLPs and the programme development team confirmed the role of practice panels in moderating practice assessments including all fails and mitigation concerns. Students confirmed their awareness of this process.

- 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)

Please provide your narrative

R3.3 is met. The UoW has a well-resourced simulation suite which provides context for a range of acute and community health and social care situations to be rehearsed and practised, including fatal accidents, birth delivery, discharge planning and the assessment of daily living skills to support learning and assessment of both theory and practice. Role play methods are adopted to enhance students' learning within a safe environment, including the use of simulation mannequins, supported with recording and play back functions to assist with feedback opportunities for learning.

Service users confirmed their involvement in simulation settings to support students' learning including their contribution to the development of students' communication skills. Students confirmed simulation supports their learning and helps them prepare for practice placements.

Simulated and practice-based skills learning are used to prepare students for practice learning and are identified and assessed within the PAD. The programme specification document identifies 20 days allocated to help prepare and support students for practice learning which incorporates technology enhanced and simulation-based learning. PLPs described the additional

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

MOTT
MACDONALD

protected days within placements for students to access learning opportunities alongside employees, such as workshops and updates.

- 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)

Please provide your narrative and met outcome

R3.4 is met. There are policies, facilities and a range of support services available to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities.

Students are signposted towards these services at induction and in the programme documentation.

Students described the role of the disability support service and the process for accessing support. Students can make appointments to seek guidance or for assessment. Programme documentation details the role of the personal academic tutor, and how this role acts to signpost students to the appropriate student support services. The programme development team advised that the UoW has a well-established personal tutor role who identifies appropriate support systems to students who disclose a disability.

Programme leaders confirmed they refer students for reasonable adjustments for theory and practice learning, which can include deviation from the patterned placement calendar, if necessary.

Students confirm they feel well supported and that support systems are clearly explained to them, exceeding their expectations.

- 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)

Please provide your narrative and met/not met outcome

R3.5 is met. Documentary evidence and discussion with the programme team and PLPs confirms students undertaking this programme will have protected supernumerary status in practice learning environments. Programme

Nursing & Midwifery Council

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

MOTT MACDONALD

documentation provides students with information about supernumerary protection and practice supervision support. Achievement of supernumerary status will be monitored by zoned academics and PLPs.

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: The standard is met.

Date: 17 April 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)

Please provide your narrative and met/not met outcome

R4.1 is met. Service level agreements between UoW and PLPs are described as an effective framework which clarifies responsibilities in supporting students. The AEI works collaboratively with PLPs to develop and support the programme. Programme documentation and findings at the approval visit confirms governance arrangements and a robust set of policies and processes for monitoring and evaluating adherence to the NMC Standards.

Documentary evidence and findings at the approval visit confirm that the UoW and PLPs have developed a programme of implementation to prepare staff for the new roles of practice assessor, academic assessor and practice supervisor. The AEI and PLPs will work in partnership to prepare and support the new roles, including providing workshops and updates to aid understanding of the SSSA.

- 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).

Please provide your narrative and met/not met outcome

R4.2 is met. Programme documentation provides evidence of available support in practice learning environments. This includes details of how students will be supported, assessed and supervised. PLPs are confident that they will have identified and prepared sufficient practice assessors and supervisors for their roles to support this programme. There are criteria for each role requirement to meet the new NMC standards.

The programme team and PLPs described the implementation strategy to support the roll out and achievement plans to meet the requirements of the Standards for student supervision and assessment from September 2019. There

is a range of learning resources to prepare and support the new roles locally which have been developed by the regional group of AEIs and PLPs.

The approval panel advises the programme development team to develop a mechanism or mechanisms for monitoring the supervision capacity of practice placement providers (for example, through a database or other method of sharing and maintaining the currency of information), so that the programme has an overview of the opportunities available for practice learning, together with the supervision and assessment capacity available. (Recommendation two) (Standards for pre-registration nursing associate programmes R4.2; Standards for student supervision and assessment R2.1, R6.1)

In addition, the programme development team is advised to provide, in the programme handbook and programme specification, an explanation of the relative role and responsibilities of the PAT and the academic assessor and include PAT meetings in the programme calendar. (Recommendation three) (Standards for pre-registration nursing associate programmes R4.2; Standards for student supervision and assessment R9.6)

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)

Please provide your narrative and met/not met outcome

R4.4 is met. Documentary evidence and discussions at the approval visit confirm the programme utilises a range of assessment methods to support students' development towards the required skills and knowledge for nursing associate registration with the NMC.

The UoW assessment policy has been used to guide the assessment methods for the FdSc nursing associate programme. This includes both formative and summative assessment strategies across the programme. Assessment details and strategies are included within programme documentation, including feedback mechanisms and university regulated time-frame standards for the publication of assessment results. Mapping of assessment methods against all modules are identified within the programme handbook. The range of assessments include elements of choice as well as assuring enough variation to

reduce the risk of plagiarism and to maximise appropriate methods are suited to assess the module learning outcomes.

Formative strategies are used to support students' development. This includes peer and self-feedback and tutor written feedback. Marking grids against academic levels four and five are used to guide summative assessment marking.

The PAD includes a staged approached to the achievement of practice outcomes. The PAD encourages the identification of a student's learning needs and learning opportunities at the initial stage. There is a mid-point formative interview to inform a student's progress and a review of professional values. Final interviews complete the summative assessment of proficiencies.

Supportive action plans are detailed within the PAD which help students address areas of concern. The final interview at the end of year one confirms progression of the student into year two of the programme. Medicines management is assessed in each year of the programme. Throughout the assessment strategy, there are opportunities for students to reflect on their supervision and assessment and to gain feedback and feed forward.

Students confirmed they are well supported in all areas of their learning, with feedback on assessed work being timely, constructive and appropriate to the mark and grades awarded.

- 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)

Please provide your narrative and met outcome

R4.5 is met. Programme documentation and mapping documents identify the Standards of proficiency for nursing associates will be met during the programme. The nature of the practice learning environment enables students to achieve the programme outcomes and Standards of proficiency for nursing associates to be fit for practice by the end of the programme.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
  YES ☒ **NO** ☐

- There is an appropriate assessment strategy and process detailed. (R4.7)
  YES ☒ **NO** ☐

  There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and

detailed in award criteria and programme handbooks. (R4.8)
YES ☒ **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates*. (R4.9) **YES** ☒ **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ☒ **NO** ☐ Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met **YES** ☒ **NO** ☐
Outcome: The standard is met. **Date:**　　17 April 2019

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.
Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met: - The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1) **YES** ☒ **NO** ☐ - Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to

undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

YES ☒ **NO** ☐

Fall Back Award

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

YES ☐ **NO** ☒ **N/A** ☐

The programme presented for approval does not provide a fall-back award with NMC registration.

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

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

YES ☒ **NO** ☐

Outcome: The standard is met.

Date: 17 April 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:

Post event, evidence to support the condition is met:

Response from programme team to conditions, 18 May 2019

Revised programme specification, FdSc Nursing Associate 2019/20, updated April 2019

FdSc Nursing Associate template for provision of information for prospective students, 2 May 2019

Screenshot of FD Nursing Associate course webpage – entry requirements, 18 May 2019

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

There is no involvement of HE/FE. The programme is delivered by the University of Worcester, students will be direct entrants.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with	☒	☐

Nursing & Midwifery Council

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

MOTT MACDONALD

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/	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Nursing associate student nurses undertaking the HEE NA framework programme: 3 x year one students 2 x year two students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation HE/FE colleges are not partnered with this programme.		
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 CQC reports; Mid Essex Hospital Services NHS Trust Nottingham University Hospital NHS Trust University Hospitals Coventry and Warwickshire NHS Trust Worcestershire Health and Care NHS Trust Worcestershire Royal Hospital NHS Trust	☒	☐
If you stated no to any of the above, please provide the reason and mitigation Library facilities; this is an established university provider of health education programmes. This was assessed through students' line of enquiry. Virtual learning environment; tested through students' line of enquiry and through panel membership knowledge. Practice learning environment; meeting with PLPs and student learning lines of enquiry. To be addressed through monitoring.		
Additional comments:		

Issue record			
Final Report			
Author:	Tony Bottiglieri	Date:	18 May 2019
Checked by:	Judith Porch	Date:	22 May 2019
Approved by:	Andrea Bacon	Date:	04 June 2019
Submitted by:	Amy Young	Date:	04 June 2019