

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Manchester Metropolitan University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Maria Mallaband Care Group Manchester Learning Disability Partnership Greater Manchester West Mental Health NHS Foundation Trust Pennine Care NHS Foundation Trust Bolton NHS Foundation Trust Tameside Hospital NHS Foundation Trust The Pennine Acute Hospitals NHS Trust Bridgewater Community Healthcare NHS Trust Manchester University NHS Foundation Trust East Cheshire NHS Trust Manchester Mental Health and Social Care Trust Salford Royal NHS Foundation Trust Stockport NHS Foundation Trust Manchester University NHS Foundation Trust Bupa Partington Family Practice Beacon Medical Centre Hazeldene Medical Centre Valentine Medical Centre Urban Village Medical Practice Bedford House Medical Centre Clarendon Medical Practice The Walkden Medical Centre Heald Green Health Centre Conway Road Medical Practice The Delamere Centre Mauldeth Medical Centre West Gorton Medical Centre HC-One Manchester Mental Health and Social Care Trust Optegra Eye Health Care Hospice BMI Health Care The Chrisite NHS Foundation Trust Spire Health Care Best Care Homes</p>

**Programme(s) reviewed:**

Programme: Nursing associate  
Title of programme: FdSc Health and Care Practice (nursing associate)  
Programme start date: 27 January 2020

Academic level(s):  
England, Wales, Northern Ireland:  
Level 5

**Date of approval**

6 November 2019

**QA visitor(s):**

Registrant Visitor: Jo Rouse  
Lay Visitor: Sifelani Chikunya

**Section two**

**Summary of review and findings**

Manchester Metropolitan University (MMU), faculty of health, psychology and social care presented documentation for the approval of a foundation degree in science (FdSc) health and care practice (nursing associate). This programme is presented as part-time over four years and full-time over two years. MMU was part of the Greater Manchester (GM) pilot for the Health Education England (HEE) trainee nursing associate programme, first wave, with over 80 students successfully completing the programme from January 2017-2019. The programme seeks to recruit a maximum of 40 fee-paying students per cohort, commencing on 27 January 2020.

The Nursing and Midwifery Council (NMC) (2018) Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates NMC (2018) are clearly detailed and mapped within the programme documentation.

The programme presented for approval is developed in partnership with named practice learning providers ranging from NHS, private, voluntary, independent and social care settings. The programme documentation and approval process confirm evidence of effective partnership working between MMU and key stakeholders and suggests the partnerships are effective. The proposals for the new programme have been consulted with practice learning partners (PLPs), students and service users and carers. The programme documentation and approval process confirm evidence of effective partnership working between MMU and key stakeholders to manage and mitigate any risks to student learning.

The standards framework for nursing and midwifery education are met at programme level.

The standards for student supervision and assessment (SSSA) are met at programme level.

The pre-registration nursing associate programme with the award of FdSc health and care practice (nursing associate) is recommended to the NMC for approval subject to two conditions and four recommendations (two NMC recommendations and two university recommendations).

Updated 21 November 2019

Evidence has been provided to confirm that that the changes required to meet the two NMC conditions have been made.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: The programme team are required to clarify and ensure consistency across programme documentation and online material to ensure that on entry to the programme, students can demonstrate proficiency in English language. (Standards of pre-registration nursing associate programmes R1.1.4)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition one: The team are required to demonstrate that there is equal weighting in the assessment of theory and practice and confirm their intention to assure this. (Standards of pre-registration nursing associate programmes R4.8)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified</p>
<b>Date condition(s) to be met:</b>	20 November 2019
<b>Recommendations to enhance the programme delivery:</b>	<p>There are two NMC recommendations and two university recommendations:</p> <p>Recommendation one: Ongoing monitoring and review of the new service user and carer provider to ensure the programme continues to be designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (Standards framework for nursing and midwifery</p>

	<p>education R1.12)</p> <p>Recommendation two: Ongoing monitoring and review of the newly implemented roles and the support provided to enable practice assessors and practice supervisors to complete the requirements of their role, to ensure continuing compliance with the NMC SSSA. (Standards of pre-registration nursing associate programmes R4.2)</p> <p>Recommendation three: Reword documentation for clarity and seek and document any variations to the regulations that may be necessary to ensure the cohort is not disadvantaged in respect of the awarding of Distinction and Merit for a Foundation Degree. (University condition)</p> <p>Recommendation four: Ensure that the knowledge behind NMC-approved programmes is invested in the whole programme team. (University condition)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>N/A</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Condition one: The programme team are able to demonstrate that there is equal weighting in the assessment of theory and practice. The programme team confirms that across the programme, work is equally informed by theory and practice; all assignments require students to apply learning to practice based scenarios. Neither is privileged in either teaching or assessment. The unit learning outcomes and assessment descriptions demonstrate that theory and practice are integrated. Condition one is now met.

Condition two: The programme team have clarified, and documentary evidence confirms consistency across programme documentation and online material to ensure that on entry to the programme, students can demonstrate proficiency in English language.

Condition two is now met.

The Standards for pre-registration nursing associate programme are now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b>  No
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	21 November 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:**

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*

We found evidence that MMU is committed to robust partnership working with all stakeholders including students, service users and carers and PLPs in the development, delivery and evaluation of the programme at strategic and operational levels.

Documentary evidence and the approval event confirms that during the development of the programme, MMU listened to the voices of service users and carers, students and PLPs.

At the approval visit the programme team told us that they initially used to work with eight to 12 service users/carers but this has now been expanded following their recent partnership with a new service user and carer provider, Focus in Involvement. The service users/carers and the programme team told us that the new provider has over 100 services users and carers from various social backgrounds that span the whole range of ages and fields, including young people and older adults. We were told that group members come from a range of backgrounds and are able to share their experiences to contribute to the education of nursing associates and other healthcare professionals.

Service users and carers told us that they feel valued and supported. They told us that they are clear about the expectations of their role and the contribution they are able to make. They also told us that they are aware of procedures for raising complaints.

Service users and carers told us that they had contributed to the development of the new programme through attendance at a meeting to discuss curriculum design, development and delivery. Service users and carers told us how they plan to contribute to the delivery of the proposed programme, this includes being

involved in delivering specific teaching sessions and contributing to assessment, for example assessing students completing observed structured clinical examinations. At the approval visit, the programme team and previous nursing associate students and current adult nursing students gave us various examples of how service users and carers were involved in learning, teaching and assessment activities.

At the approval visit, the programme team told us that they interview over 800 students and it is not practically feasible to involve a service user or carer on the panel of every interview. However, service users and carers told us that they contributed to the development of the interview process and that they were involved as observers and provided oversight through moderation and an annual evaluation report. Previous nursing associate students, current nursing students and the programme team confirmed that all applicants are asked to discuss a video of a patient's care experience as part of the values based recruitment process.

Service users and carers told us that their experiences of working with the programme team were that the team are sensitive to their contributions and receptive to comments they make about the programme delivery and recognise and respect diversity. As this is a new programme and MMU are working with a new service user and carer provider a recommendation is made for ongoing monitoring and review of the new service user and carer provider to ensure the programme continues to be designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (Recommendation one) (Standards framework for nursing and midwifery education R1.12)

Documentary evidence and discussion at the approval visit confirm a shared responsibility for theory and practice learning, supervision and assessment with PLPs. Documentary evidence confirms that there are clinical placement agreements between MMU and its PLPs. Additionally, PLP representatives who were present at the approval visit confirmed that they support the approved education institutions (AEIs) intentions for this programme. PLPs confirm that they had agreed in partnership with MMU, the number of nursing associate students they are able to support in practice learning and are confident that there is sufficient placement capacity to meet the planned target of 40 nursing associate students per year. Partnership working therefore appears robust and effective at strategic levels for the delivery of the FdSc health and care practice (nursing associate) programme. Lines of communication and accountability for the quality assurance, development and delivery and evaluation of programme are established through the Greater Manchester Practice Education Group (GMPEG). This consists of representatives from all four AEIs and practice. The GMPEG have updated all policies to reflect the NMC (2018) standards, and there is a shared audit, policies on the selection and monitoring of placements, and an online evaluation shared between AEIs and practice partners. MMU have a quarterly partnership and liaison meeting with the largest local Trust, Manchester University NHS Foundation Trust, where quality of placements and curriculum developments

are discussed. Practice representatives attend university programme committees and hear student feedback on both academic and practice elements of the programmes.

MMU works alongside other GM AEIs and PLPs to provide opportunities that maximise practice learning. This includes strategic and operational infrastructures to manage the quality of the student journey. PLPs told us that their relationship with the university is strong, supportive and effective. At operational level there is effective partnership working between the GM AEIs and PLPs in the preparation and support of practice assessors, practice supervisors and academic assessors.

Practice learning opportunities offer a diverse range of placements across the lifespan and enable nursing associate students to deliver safe and effective care to meet the holistic needs of a diverse range of people. These opportunities are monitored and routinely evaluated. Practice learning is recorded using the online Practice Assessment Record and Evaluation (PARE).

At the approval visit, PLPs confirm they were represented during the development of the programme through attendance at programme development days and at bimonthly practice education forums. PLPs told us that they felt their voices were heard and told us of how their views had resulted in changes to the programme, for example the implementation of block placements and the development of skills teaching across the programme.

MMU, in partnership with PLPs, ensure oversight for practice supervision and assessment is in place and practice learning adheres to the NMC (2018) SSSA. They have communication processes in place to ensure joint agreement on the proficiency of students as they progress through the programme.

MMU, in partnership with PLPs confirm any issues that arise from external quality reviews for example Care Quality Commission (CQC) that impact on the practice learning environment are managed through a systematic partnership process. We were told that across GM and the PLPs, a process has been agreed to ensure concerns are shared effectively.

The programme team told us that MMU has procured a placement management system (InPlace) that will become operational in 2019-20. Practice learning is recorded using the online PARE.

We found evidence of comprehensive strategies which aim to provide students with personal, academic and practice learning support across learning environments. These are student centred. At the approval visit, current adult nursing students and previous nursing associate student spoke highly of the support they receive from their personal tutors. Students report high levels of support in practice learning environments and in the university. Students are able to describe their involvement and that of their peers in the development of the new

programme and report.

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

***Met***

**Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment**

***Met***

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

## Student journey through the programme

### Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

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

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

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

**No**

R1.1.1, R1.1.2, R1.1.3, R1.1.5 and R1.1.6 are met.

R1.1.4 is not met.

Prior to the approval visit we sought clarification of qualifications at the point of entry to the programme. The programme team told us that their AEI's entry requirements are line with those of other local AEIs offering nursing associate programmes. The programme team confirm that evidence from the HEE nursing associate pilot suggests there was is no clear relationship between entry qualifications and outcome. The programme team told us that nursing associate students receive a range of academic and study skills support and are proactive with regards to seeking support from the onset. They also told us the set entry criteria is designed to widen participation and entrants are required to have had recent study with the last five years to be considered for entry. We were unable to confirm consistently the requirement for English language proficiency criteria throughout the documentation, online materials and in discussion with the programme team.

R1.1.4 is not met. The team are required to clarify and ensure consistency across programme documentation to ensure that on entry to the programme, students can demonstrate proficiency in English language. (Condition two)

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R1.5 is met.

We saw documentary evidence and were told by the programme team that MMU policy on recognition of prior learning (RPL) enables RPL up to 50 percent for all programmes, and includes the requirement for this to be more than 50 percent in circumstances prescribed by the NMC, such as for NMC registered nurses without restriction on their practice applying for pre-registration nursing associate programmes.

Students wishing to submit a claim for RPL are supported by an academic adviser who is a member of MMU academic staff with relevant subject expertise and knowledge of the NMC requirements. Documentary evidence confirms that all RPL claims are assessed by at least two assessors who have not previously been involved in the claim. All RPL claims are reported to the assessment board. A record of RPL activity and a sample of claims is considered by external examiners to provide the independent assurance regarding the equability and effectiveness of the application of RPL.

We saw documentary evidence and specific mapping for the FdSc health and care practice (nursing associate) to confirm how those using RPL are able to demonstrate that they meet the programme aims and unit learning outcomes.

**Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (ORA)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)**

***Met***

R1.6 is met.

Documentary evidence and confirmation by the programme team and students affirms that students are supported in both theory and practice learning in continuously developing their abilities in numeracy, literacy, digital and technological skills to meet programme outcomes. Numeracy, literacy, digital and technological skills are mapped against NMC (2018) Standards proficiency for nursing associates and programme outcomes. In year one, students are required to complete numeracy and medicines calculation and to achieve 100 percent pass mark.

The England nursing associate practice assessment document (NAPAD) mapping document confirms mapping of NMC (2018) Standards of proficiency for nursing associates covering annexe A: Communication and relationship management skills and annexe B: Procedures to be undertaken by the nursing associate. The programme team told us that these skills are formatively and summative assessed in both theory and practice. Practice learning is recorded using the online PARE. During practice learning, students experience digital systems such as electronic patient records and electronic medication administration systems.

The programme team told us that nursing associate students have opportunity to complete the care certificate through e-learning opportunities, as well as mental



health first aid (MHFA) and acute illness management (AIM) through simulated learning opportunities.

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

**There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.**

**N/A**

There are no current nursing associate students.

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

We were unable to confirm the requirement for English language proficiency criteria consistently throughout the documentation, online materials and in discussion with the programme team.

Condition two: R1.1.4 is not met: The team are required to clarify and ensure consistency across programme documentation and online material to ensure that on entry to the programme, students can demonstrate proficiency in English language.

**Date: 10 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team confirm that on entry to the programme students can demonstrate proficiency in English language. Documentary review confirms that English language proficiency criteria is consistently specified in recruitment processes. These include the university web pages and in the programme documentation.

**Date condition(s) met:** 21 November 2019

**Revised outcome after condition(s) met:**

***Met***

Condition two is now met.

The Standards for pre-registration nursing associate programme R1.1.4 is now 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:

R2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,

R2.6.2 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)

R2.6.3 consonant with the award of a foundation degree (typically 2 years)

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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

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

**Yes**

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

**Yes**

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

**Yes**

*Provide an evaluative summary from your documentary analysis and evidence*

*AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met*

**There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)**

**Met**

R2.4 is met.

Documentary evidence, the programme team, PLPs and previous nursing associate students confirm that the proposed design and delivery of the programme supports students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings.

Documentary evidence confirms that the curriculum is designed to ensure that students obtain a broad base of theory and practice, with the unit content designed to ensure that students gain skills across the lifespan and in a range of settings.

Documentary evidence confirms that teaching and learning strategies promote nursing associate students' understanding of the application of knowledge and skills across a diversity of practice setting. The curriculum is designed to ensure that nursing associate students will provide care for people who have mental, physical, cognitive and behavioural care needs, for children, those living with dementia, the elderly and for people at the end of their life. Students will be able to care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed.

Documentary evidence confirms that in the university setting learning includes; tutorials, seminars, lectures, workshops, simulated practice digital learning, technology enhanced learning directed and independent study.

The programme team and students affirm that students are asked to complete unit and programme evaluations. Responses to student evaluations are provided via 'you said – we did' feedback on the programme virtual learning environment site. The programme team and students told us that MMU have a system of elected student course representatives. Students told us that programme committees provide an opportunity for course representatives and staff to discuss any issues which impact upon the student experience, and are held twice a year.

The programme team told us that student experience interdisciplinary learning (IDL), with a new initiative being implemented for this academic year in which students will attend mandatory IDL sessions each week.

The documentary evidence confirms that learning in the practice setting includes; direct care delivery, observation, discussion, coaching, supervision and feedback, peer learning and work-based learning. The England NAPAD evidences that students can record their experiences of interdisciplinary learning and working within practice settings.

Students told us that they were supported through a range of formal mechanisms. Students spoke highly of the personal tutoring system. Students told us they were provided with opportunities to evaluate their learning experiences in theory and in practice. They told us that they felt their voices were listened to and that changes had been made based on their feedback.

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

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

**Yes**

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

**There is evidence that:**

- **the programme meets NMC requirements on programme hours and programme length;**
- **programmed learning is sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates. (R2.6)**

**Met**

R2.6 is met.

The documentary evidence, including the England NAPAD, confirms that the programme has been designed to ensure that students will be able to meet the standards of proficiency for nursing associates.

Documentary evidence confirms that the programme hours and programme length meet the NMC requirements and is more than 50 percent of the pre-registration nursing programmes. The programme consists of 1297.5 practice hours and 1297.5 theory hours, totally 2595 hours and therefore meets the NMC requirement of a minimum of 2300 hours. Practice learning hours completed by students are recorded by the student in their England NAPAD and monitored by practice assessors and academic staff. A practice learning model is provided which clearly demonstrates the designated practice hours. PLPs confirmed this at the approval

visit.

We saw evidence that the programme structure, design and delivery state the expectations for entry to the register.

Documentation states that the programme will ensure that the prospective nursing associate registrant is able to deliver holistic care and has the expected depth of skills and knowledge to deliver safe and effective care.

The documentary evidence and the programme team confirm that simulated learning will be used to support students' skills acquisition and practice learning. The hours of simulated learning are documented within the programme structure.

**The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.**

**There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)**

***Met***

R2.7 is met.

Documentary evidence and the approval visit confirm that practice learning experiences are designed to enable students to develop and meet the NMC (2018) Standards of proficiency for nursing associates to deliver safe and effective care for people of all ages and from different backgrounds, cultures and beliefs. Documentary evidence and the programme team confirm that there is an equal balance of theory and practice, detailed at each part of the programme and at the end point. This is detailed in the designated hours in unit descriptors, the course handbook, the practice learning allocation model and the England NAPAD.

MMU told us that alongside other GM AElS and PLPs, they are committed to providing opportunities that maximise practice learning and ensure that all NMC (2018) Standards of proficiency for nursing associates and programme outcomes are met. MMU has procured a placement management system (InPlace) which will go live in 2019-20. The system provides individual student placement plans.

The programme team, PLPs and students told us that the allocation of practice learning placements takes into account the student's individual needs and

personal circumstances. Practice learning experiences are designed to enable varied exposure to other fields of nursing practice, which are recorded in the England NAPAD.

The documentary evidence verifies that there are appropriate programme and unit aims and learning outcomes. A range of learning and teaching strategies are indicated. These include face to face delivery, e-learning, group work, simulation, problem based learning and self-directed learning. The programme team confirm that a range of formative and summative assessment methods are used to support students' learning. These include written assignments e.g. essays, case studies, reflective accounts, presentations, observed structure clinical examination (OSCE) with viva and multiple choice question test. Assessment of practice is through the England NAPAD.

The programme team told us that the university provide standard academic descriptors from level four to seven, outlining what is expected of students at each level, and academic work is marked against these standards. In our discussions with students, they were able to clearly articulate their understanding of the differences in expectations of the two levels that is from a more descriptive approach at level four to being more critical and evaluative at level five. Previous nursing associate students told us that they were well supported to transition from academic level four to level five and to meet the requirements of their programme.

The programme team told us that students can access advice and guidance. This includes a range of service from financial advice, mental health and counselling support and study skills support via the MMU student hub, with a digital hub providing support 24 hours per day, seven days per week. The programme team told us and students verify, that support for study skills was provided online, or with an academic and study skills tutor. We were told that students can also access feedback on their academic writing style via the online service, Studiosity.

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

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

**Yes**

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

**Yes**

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 10 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

**Standard 3 Practice learning**

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

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

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



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

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

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

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

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

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

**Met**

R3.1 is met.

Documentary evidence and the programme approval event confirm that practice learning experiences are designed to enable varied exposure to a diverse range of people, across the lifespan and in a variety of settings, which are recorded in the England NAPAD. Verbal discussions with previous nursing associate students assure us that they have requisite exposure to an appropriate range of clinical placement practice settings.

PLPs, graduates and students confirm that practice learning opportunities offer a diverse range of placements allowing students exposure to all fields of nursing practice across the GM placement circuit. This will ensure that students gain experience with a diverse range of people across the lifespan and in a variety of settings. Placements include statutory and non-statutory organisations for example NHS, Local Authority, prison service, private voluntary and independent organisations delivering: public health; acute, primary and community care; social care.

The programme team and PLPs confirm that MMU has strong partnerships with a wide variety of service providers across GM and the North-West, with over 58 PLPs. Across GM there has been close collaboration between the AEIs and PLPs, both at strategic and operational levels, to ensure safe and effective coordination of learning within practice learning environments.

MMU, alongside other GM AEIs and PLPs, is committed to providing opportunities which maximise practice learning and ensure that all NMC standards of proficiency and programme outcomes are met. Placements are audited and the opportunities for students to acquire the knowledge and skills needed to deliver safe and effective care to a diverse range of people.

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

***Met***

R3.2 is met.

The programme handbook outlines the range of placements. The name of the practice area and placement type are recorded in the Ongoing Record of Achievement (OAR).

Students are supported and encouraged to learn from a range of relevant people (including service users, registrants, carers and other students), in a diverse range of settings including simulation suites.

Documentary evidence and the approval event confirms that learning, supervision

and assessment and recording of the required proficiencies (in England NAPAD) is supported by practice supervisors and practice assessors. Students' strengths and areas for development and confirmation of achievement of proficiencies and practice hours are also documented in the OAR and confirmed by the student and practice assessor.

Placements evaluation is via the online tool PARE and students are required to complete evaluations when requested. The programme team told us that PARE is an online collaboration between AEs and placement providers that fosters a community of practice allowing rapid and responsive actions, without delay, to enhance the placement experience. Students and PLPs told us that they receive feedback on their evaluations.

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

***Met***

R3.3 is met.

Documentary review suggests that all students have practice learning experiences to meet the communication and relationship management skills and nursing associate procedures identified in NMC (2018) Standards of proficiency for registered nursing associates. These are reflected in the England NAPAD outcomes. Learning, supervision, assessment and recording of all required proficiencies are supported by practice supervisors, practice assessors and academic assessors.

The programme team told us that students are exposed to clinical skills training which includes high and low fidelity simulation. In addition to the university virtual learning environment (VLE), Moodle, there is also a faculty wide VLE called Birley Place, where students can collaborate with students from other disciplines.

Programme documentation evidences that technology enhanced and digitally enabled curriculum supports student learning and assessment. Students engage with a variety of technologies for theoretical and practice learning and assessment. Moodle is the main delivery platform for information, communication and collaboration. It is the repository of learning resources, e-assessment submission (via Turnitin) and feedback.

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

***Met***

R3.4 is met.

At the approval visit, we were able to triangulate information provided by the students, PLPs and the programme team, which all confirmed that placement allocation for nursing associate students take into account individual student's needs. We were given a range of examples of occasions where individual student needs were taken into consideration, including making reasonable adjustments for disabilities, carer responsibilities and health requirements. The programme team told us that practice learning experiences are provided that both enable student development and achievement of outcomes and proficiencies whilst recognising individual needs (including reasonable adjustments) and assuring patient and public safety.

Documentary review confirms that processes are in place to identify and if possible, mitigate factors that may disadvantage a student in comparison to their peers. The operation of a reasonable adjustment plan makes individual recommendations that apply to both academic and practice learning and can be shared with the programme team and PLPs, with student consent. Students told us that where they had disclosed personal learning needs, they felt they were well supported. Students who have been identified with a disability undertake an assessment of reasonable adjustments with their academic assessor. This is discussed at their orientation interview in practice and documented in the England NAPAD checklist.

During curriculum design, the programme leader is required to complete an inclusive curriculum programme checklist. This considers theory and practice requirements for students taking this programme. Students with disabilities are supported by learning development advisers to develop a personal learning plan. This plan is shared with the programme team and PLPs, with student consent.

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

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

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

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

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

**Met**

R3.5 is met.

Students are advised of their supernumerary status (option A) in their programme handbook. PLPs, including practice assessors and practice supervisors are advised of the students' supernumerary status through the materials prepared for implementing the NMC (2018) SSSA and in the workshops conducted to support them in the development of their role. Practice assessors and practice supervisors confirmed they understand the requirements of supernumerary status.

At the approval event, practice education facilitators (PEFs) confirmed it was their responsibility to assure and monitor this during the students' allocation to placement. They told us that in one large NHS Trust, a shared decision has been agreed that MMU nursing associate students would be allocated to different placement areas to nursing associate apprentices from other AEs who may be following a protected learning time option. This will ensure that MMU nursing associate students will be supernumerary. The programme team also told us that MMU nursing associate students will wear a different coloured uniform to help to distinguish them from other AEs nursing associate apprentices.

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 10 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

N/A

#### **Standard 4 Supervision and assessment**

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

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

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

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

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

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

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

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

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

R4.9 ensure that all proficiencies are recorded in an ongoing record of

achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

***Met***

R4.1 is met.

Documentary evidence and the findings of the approval visit confirm that the MMU and PLPs have established and effective strategies at strategic and operational levels for ensuring support, supervision, learning and assessment complies with the NMC (2018) Standards framework for nursing and midwifery education.

Documentary evidence suggests that all practice supervisors and practice and academic assessors are required to be familiar with the programme standards and requirements, and this is included in the programme of preparation and self-declaration forms for the roles. Practice and academic assessors are experienced and appropriately qualified; they confirm their understanding of the requirements of the programme and their role in learning, support, supervision and assessment via the England NAPAD.

Documentary evidence and PLPs confirm that all placements are audited to ensure that the learning environment and culture are supportive to students, and that support is available and accessible.

Documentary review indicates that the curriculum meets NMC standards, providing creative, flexible and varied learning opportunities that enable students to meet programme outcomes and proficiencies.

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

***Met***

R4.2 is met.

Documentary review suggests that students receive support and supervision from a variety of sources whilst on the programme. Students receive accurate, timely and supportive feedback for all aspects of progress, development and achievement. Supervision and support in practice learning is organised to meet programme proficiencies and outcomes. Students are allocated placements where they learn how to deliver high quality, effective, safe person-centred care. Students learn from registrants, other professionals, students and service users.

Names of practice assessors and supervisors are recorded in the England NAPAD. Documentary evidence and PLPs confirm that assessors are experienced registrants who have the skills, knowledge and expertise for the role. Documentary evidence and discussions at the approval visit verify that students will be assessed in practice by nominated practice assessors, who make objective, evidence-based assessments of achievement, proficiency and conduct based on sources such as direct observation, feedback from practice supervisors and student records.

Documentary evidence and the approval visit confirm that students have a nominated academic assessor for each part of the programme who will confirm that the student has achieved outcomes and proficiencies in the academic setting. The programme team confirm that the academic assessor will also be the academic tutor in part one of the programme. Practice assessors and the academic assessors collaborate to review the evidence of student achievement.

Documentation states that supervisors and assessors of students in practice are prepared for their roles via a collaborative process between the four GM AElS and practice provider organisations. Resources to support this include workshops, online learning resources available on the PARE platform and support from practice education facilitators and university link lecturers. Preparation for academic assessor roles is via workshops and online resources in the university.

Documentary evidence and the findings of the approval visit confirm that the MMU and PLPs have established and effective strategies at strategic and operational levels for ensuring support, supervision, learning and assessment complies with the NMC (2018) Standards framework for nursing and midwifery education. However, it is noted that these are new roles and therefore recommendation two is that there is ongoing monitoring and review of the newly implemented roles and the support provided to enable practice assessors and practice supervisors to



complete the requirements of their role, to ensure continuing compliance with the NMC SSSA. (Recommendation two) (Standards of pre-registration nursing associate programmes R4.2)

Documentary evidence suggests that all practice supervisors and practice and academic assessors are required to be familiar with the programme standards and requirements, and this is included in the programme of preparation and self-declaration forms for the roles. Practice and academic assessors are experienced and appropriately qualified; they confirm their understanding of the requirements of the programme and their role in learning, support, supervision and assessment via the England NAPAD.

At the approval visit we were told that each PLP has a nominated person who is the point of contact for students in relation to concerns about practice learning. Where placements are NHS Trust, each placement area has a practice education lead (PEL), who is the local contact for students and helps coordinate practice learning.

Documentary review indicated that the curriculum meets NMC standards, providing creative, flexible and varied learning opportunities that enable students to meet programme outcomes and proficiencies. All placements are audited to ensure that the learning environment and culture are supportive to students, and that support is available and accessible.

On an operational level, there is coordination of all processes, via the GMPEG. Audits, placement capacity data, resources to meet the NMC (2018) SSSA and the evaluation of placement via PARE are all shared across GM. The GMPEG have updated all placement policies to meet the new SSSA standards. The locally based PEFs are responsible for supporting students and addressing students concerns, and there is representation from the PEF forum on the GMPEG.

Documentary evidence and PLPs at the approval event told us that students are made aware of the support available for them within all learning environments. The programme team told us that before students start placement the team ensure that students are aware of available support either via a presentation, student handbook, information on the VLE or face to face.

The roles and responsibilities of the practice supervisor and practice assessor to support students is made clear in the practice supervisor and assessor handbook.

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

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

**Yes**

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

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

**Met**

R4.4 is met.

Documentary evidence and affirmation at the approval event confirms that practice assessors use a range of evidence, including feedback from practice supervisors to support decision making on student achievement of standards and proficiencies and progression. Academic assessors use a range of evidence of student proficiency, achievement and conduct in the academic setting to inform decision making. Academic assessors and named practice assessors work together to make an objective evaluation of student progress.

The England NAPAD and OAR confirm that the formal assessment process has identified elements of formative and summative feedback. Formative feedback points are built into academic and practice structures to ensure that students have access to timely constructive feedback on all aspects of their work. Practice learning has clear opportunities for feedback built into the process: for example, student initial self-assessment and action planning, midpoint and final assessment points.

Students are encouraged to seek feedback from everyone they work with in practice learning environments. Formative feedback may be given by practice supervisors, other professions, students and service users. Students confirm, and made a number of positive remarks, regarding the use of formative assessments. Feedback from carers is particularly valued and there is the facility for service user or carer commentary to be included in the England NAPAD.

MMU aims to provide students with personalised and detailed feedback in a timely fashion. Feedback is based on the assessment criteria and is provided electronically via Turnitin in line with university policy. Summative feedback is regularly reviewed through the process of internal verification and external examination, which provides further levels of feedback.

A further source of regular feedback to the student is the personal tutor who has a key responsibility for supporting and monitoring personal and professional development.

**There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)**

**Met**

R4.5 is met.

The documentary evidence confirms that the programme and units have been developed in conjunction with a curriculum award map to ensure that standards of proficiency for registered nursing associates. The England NAPAD has also been mapped to the standards and programme outcomes.

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

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

**Yes**

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

**Yes**

**There is an assessment strategy with details of the weighting for all credit bearing assessments.**

**Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)**

**No**

R4.8 is not met.

The documentary evidence and discussion with the programme team at the approval event confirm that there is an assessment strategy with details of the weightings for the programme units. The team presented a calculation to explain their intention to ensure that there is equal weighting in the assessment of theory and practice. At the approval visit the team were unable confirm that each student will met this requirement.

The team are required to demonstrate that there is equal weighting in the assessment of theory and practice and confirm their intention to assure this.

(Condition one)

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

The documentary evidence and discussion with the programme team at the approval event confirm that there is an assessment strategy with details of the weightings for the programme units. The team presented a calculation to explain their intention to ensure that there is equal weighting in the assessment of theory and practice. At the approval visit the team were unable confirm that each student will met this requirement.

The team are required to demonstrate that there is equal weighting in the assessment of theory and practice and confirm their intention to assure this.  
(Condition one) (Standards of pre-registration nursing associate programmes R4.8)

**Date: 10 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team are able to demonstrate that there is equal weighting in the assessment of theory and practice. The programme team confirms that across the programme, work is equally informed by theory and practice; all assignments require students to apply learning to practice based scenarios. Neither theory or practice is privileged in either teaching or assessment. The team confirms that the unit learning outcomes are related to both theory and practice; for the theory units they include relating the theory to practice and the practice units include the theory behind the practice. The assessments integrate theory and practice. Marking of all work is via the university's standard descriptors that include the integration of theory and practice. A student is not able to pass any assessments unless they can integrate theory to practice, for example, the level four standard descriptors requiring students who obtain a baseline pass must be able to meet the following criterion; links between theory and practice are analysed in a basic way. The requirement to integrate theory to practice is included in all levels of assessment, with students not passing the programme unless they can integrate theory to practice. The programme therefore meets the requirement for theory and practice assessment to have equal weighting.

**Date condition(s) met:** 21 November 2019

**Revised outcome after condition(s) met:**

***Met***

Condition one is now met.

The Standards for pre-registration nursing associates R4.8 is now met.

**Standard 5 Qualification to be awarded**

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

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

R5.2 notify students during the programme that they have five years in which to

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

**If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20**

**N/A**

Students who successful achieve 120 credits at level four are eligible for Cert HE Health Studies. The programme specification clearly documents that students who achieve this award are not eligible for registration with NMC.

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

**Yes**

**Outcome**

**Is the standard met?**

*Met*

**Date: 10 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

## Section four

### Source of evidence

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

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



Post approval visit documentary evidence to meet conditions:  
Condition one nursing associate document, undated  
Revised IELTS (International English Language Testing System) website  
Approval in principle, undated

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

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:  There are no current nursing associate students. One x Sept 2018, Year two Adult nursing student Four x Sept 2018, Year two Adult nursing students (registered nursing associates) Two x Registered nursing associates	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	

System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
CQC inspections reports for: Stockport NHS Foundation Trust The Pennine Acute Hospitals NHS Trust Hestia Healthcare Properties Limited, Timperley Care Home Wirral University Teaching Hospital NHS Foundation Trust	
If you stated no to any of the above, please provide the reason and mitigation	
MMU is an established AEI which already runs NMC approved programmes.	
Additional comments:	

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### **Issue record**

#### **Final Report**

Author	Jo Rouse	Date	11 November 2019
Checked by	Pamela Page	Date	2 December 2019
Submitted by	Lucy Percival	Date	4 December 2019
Approved by	Leeann Greer	Date	9 December 2019