Programme approval visit report

<u>**Section one**</u>

Programme provider name:	University of Suffolk
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Norfolk and Suffolk NHS Foundation Trust East Suffolk and North Essex NHS Foundation Trust Essex Partnership University NHS Foundation Trust North East London NHS Foundation Trust Health Care Homes Cambridge University Hospitals NHS Foundation Trust West Suffolk Hospital NHS Foundation Trust
Programme(s) reviewed: Programme: Nursing Associate Apprenticeship route Title of programme: FdA Health and Wellbeing (Nursing Associate) [higher apprenticeship] Programme start date: 7 January 2020 Academic level(s): England, Wales, Northern Ireland: Level 5	
Date of approval	12 September 2019
QA visitor(s):	Registrant Visitor: Kudzai Mafuba Lay Visitor: Caroline Thomas

Summary of review and findings
The nursing associate programme in the school of health sciences at the University of Suffolk (UoS) has been developed in collaboration with provider trusts/employers in the Suffolk and North Essex consortium of seven partners. The UoS and their practice learning partners (PLPs) currently run the Health Education England (HEE) trainee nursing associate (TNA) programme which started in September 2018. This proposal is for the UoS and their partners to deliver the FdA Health and Wellbeing (Nursing Associate) (higher apprenticeship) against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing associate programmes (SPRNAP) (NMC, 2018), and Standards of proficiency for nursing associates (SPNA) (NMC 2018).

There are strong links with local NHS trusts and other practice partners. The proposed programme reflects a desire by the UoS, an approved education institution (AEI) and their PLPs to increase the healthcare workforce in region. The following employers were represented by the Suffolk and North Essex STP consortium at the approval visit: East Suffolk and North Essex NHS Foundation Hospital (in attendance); Norfolk and Suffolk NHS Foundation Trust; Healthcare Homes; North East London NHS Foundation Trust; and, Essex Partnership University NHS Foundation Trust. Also in attendance were West Suffolk Hospital NHS Foundation Trust and Cambridge University Hospitals NHS Foundation Trust. All cited nursing associate apprenticeships as high on their organisations' agendas.

The programme team confirmed that the programme is consistent with university regulations. The current HEE trainee nursing associate programme is well evaluated by students. The programme team, employers, PLPs and other stakeholders provided a strong rationale that the proposed programme will develop competent nursing associates and meet the Standards of proficiency for registered nursing associates (NMC 2018).

The programme team members who participated in the event confirmed the rationale and impetus for the proposed programme with one route. There are strong links with local trusts and other practice partners.

The Standards Framework for nursing and midwifery education (SFNME) (NMC, 2018) are met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended for approval by the NMC subject to one university condition. Three university recommendations are made.

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Update 4 October 2019

We received written confirmation from the approval event chair dated 27 September 2019 that university condition one is now met.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: To tidy up the documentation to correct any inaccuracies and typographical or grammatical errors. (University condition)
Date condition(s) to be met:	30 September 2019
Recommendations to enhance the programme delivery:	Recommendation one: To review the course and module learning outcomes so that they are measurable through the assessment. (University recommendation) Recommendation two: To review the contact learning time and directed learning so that it is realistic and reflects practice. (University recommendation) Recommendation three: To consider better articulating progression opportunities within the student-facing documentation. (University recommendation)

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Focused areas for future monitoring:	Allocation of practice supervisors and practice assessors. Implementation of SSSA. Implementation of protected learning time. Service user and carer involvement in simulated learning.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: We received written confirmation from the approval event chair, dated 27 September 2019 that university condition one is now met.	
AEI Observations	**Observations have been made by the education institution** Yes
Summary of observations made, if applicable	Thank you for a conducive re-approval event.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	27 September 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

The programme development process demonstrates partnership working at all levels between the AEI, employers and PLPs through the Suffolk and North East Essex Consortium. There is collaborative working to support effective student learning experiences in both theory and practice. We found records of meetings demonstrated that PLPs were involved in all aspects of curriculum development. PLPs confirmed that they attended stakeholder curriculum development meetings.

The pan Suffolk and North East Essex approach to practice learning ensures that all students are assessed equally and colleagues in practice are familiar with the programme. The roles of the student, practice supervisor, practice assessor and academic assessor are clear in the practice assessment process.

The employer handbook clearly articulates the requirements for protected learning time (PLT) for all students. PLPs told us that PLT has been discussed and will be in place for all students on the proposed nursing associate programme. For the AEI, the link lecturer support students in practice, monitors implementation of protected learning time. PLPs confirmed their support for the proposed programme. They also confirmed that they were fully engaged during the development of the programmed. PLPs confirm that they have resources in place to ensure that students will have PLT. PLPs confirm that the consortium coordinates the recruitment of students. They also told us that they are involved in the selection of students. Students document protected learning time in the PAD. They told us that PLT is planned and recorded on rosters and that during protected learning time students are not counted in the staffing requirements. We were told that practice education facilitators (PEFs) monitor the implementation of protected learning time. We were told that students are made aware of the process they have to follow if they have issues with PLT.

Spoke placements and on the job learning opportunities supplement substantive placements. The regional network enables students to undertake external placements where needed. PLPs oversee the placement allocation to ensure that students have placement experiences across the lifespan and across the four fields of nursing and in a range of settings. PLPs have processes in place to ensure that students meet regularly with practice supervisors. This allows identification of additional learning opportunities where needed.

There are mechanisms for obtaining student, placement, service user and carer feedback, which involve PLPs. We found that there are robust processes in place to ensure the programmes are challenged and are reviewed by all stakeholders through the programme monitoring and enhancement procedure.

The programme development process demonstrates partnership working with students. All students are apprentices and there are no direct entry students. Selection is collaborative between the AEI and PLPs, with PLPs having overall responsibility for recruiting to the programme.

There are student feedback and reporting mechanisms for both theory and practice learning within the school through the programme monitoring and enhancement procedure. We were told that student feedback resulted in re-organisation of some modules.

We found that student representatives attend programme committee meetings and give feedback to the rest of the group. Students told us that they are informed about reasonable adjustments during the selection process and that this is documented. Students told us that module tutors explain assessment requirements during induction and throughout each module.

There is evidence that service users have been engaged in the co-production and evaluation of the nursing associate programme. They support student selection processes for the programme. Service users and carers are involved in all aspects of the curriculum.

We found that there is equality and diversity training for service users and carers, and service users and carers at the approval event confirmed this. Service user and carer representatives attend monthly consortium meetings.

Service users and carers confirmed that they are members of a service user and carer group. They told us that they attend quarterly service user and carer forum meetings. Service users and carers told us that they were aware of plans for them to be involved in supporting simulated learning for the NA students.

Information about the SSSA is clearly articulated in the employer handbook. The AEI and PLPs have detailed training plans in place for the implementation of the SSSA. PLPs told us that preparation of staff for transition to the SSSA is organised at individual trust level and in collaboration with AEIs in the region and members of the consortium. We were told that current mentors and sign off mentors will become practice assessors and practice supervisors. PLPs confirmed that they will maintain registers for practice assessors. We were also told that they capture the lists of practice supervisors through the practice education audit. PLPs confirmed the PEFs will support students during external placements.

There is documentary evidence that practice assessors will have protected time to undertake updates. There will be sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiency for all students.

There are processes and documentation in place to ensure practice supervisors, practice assessors and academic assessors play their roles effectively in providing

effective collaborative feedback on student progress and on the achievement of proficiencies and skills.

There are processes in place to ensure that the academic assessor understands the students learning and achievement in practice and that there is effective communication between the practice assessor and academic assessor.There is evidence of robust partnership working between the UoS and PLPs engaged in the co-production, co-delivery and evaluation of the programme.

There is evidence of robust systems in place to supervise, support and assess students academically and on placements. The England nursing associate practice assessment document has been adopted to inform the supervision and assessment of students in practice environments. These documents have been mapped against the proficiencies and outcomes for the nursing associate programme. There are clear procedures in place to manage issues of concern relating to practice learning environments to manage any risks to student learning.

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

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

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

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

completed a pre-registration nursing associate programme.

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met.
The UoS has a recognition of prior learning (RPL) policy. It accredits prior learning up to 50 percent for the proposed nursing associate programme and allows existing registrant nurses to claim more than 50 percent RPL for the programme. There is a clear RPL process and a mapping tool is provided to applicants. Potential applicants are informed of opportunities to apply for RPL at the point of application. PLPs confirmed that they discuss these opportunities with applicants.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (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.
We found that documentary and oral evidence presented at the approval visit confirms that modules in the proposed programme have been mapped to NMC

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proficiencies for NAs. The mapping includes numeracy, literacy, digital and technological literacy.

Students are prepared for technology-based care and telehealth through the use of the e-learning platform, Brightspace. This ensures that students gain digital and technology literacy skills. Numeracy and literacy skills will be developed using SafeMedicate. The learning services and academic teams provide study skills sessions in the first module to enable students to identify their learning needs and access support at an early stage in the course. Students on the existing nursing associate programme confirmed that their literacy, numeracy and digital literacy skills are assessed when they start the programme and that they feel well-supported in their development to achieve programme outcomes. The PAD and overall achievement record (OAR) demonstrate that students will be assessed for competence outcomes in literacy, digital and technological literacy in order to meet programme outcomes.

Proposed transfer of current students to the programme under review

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

Met

There is currently one cohort, which commenced in September 2018. These students will complete the HEE curriculum but will transfer to the SSSA at the beginning of year two in September 2019.

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?

Met

Date: *12 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

R2.7 ensure the curriculum provides an equal balance of theory and practice

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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.
Documentation demonstrates that 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. We found that students have bespoke placements to enable them to obtain the relevant skills and experiences to meet NMC standards. We were told that the allocation of placements are done by the AEI in collaboration with PLPs.

We found that understanding of the needs of all service users across the lifespan has been addressed by embedding the needs of children, adults, people with learning disabilities and mental health conditions into all modules, as well as providing some stand alone content, such as the insight days on learning disabilities, mental health, and children and mothers and newborns. Students will also be exposed to all fields of practice through a variety of experience in their external placement areas and protected learning time by both attending placements specific to certain service users and by following a hub and spoke model.

The PLPs confirmed that learning opportunities are identified in conjunction with the students. Spoke placements and on the job learning opportunities supplement substantive placements. The regional network enables students to undertake external placements where needed. The students and PLPs provided examples of where this takes place. The students gave examples of placement experiences, which are varied and provide experiences across the lifespan.

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 programme length and required hours are detailed in the course handbook, which incorporates programme specifications, and programme plan. The programme requires students to complete a minimum of 2300 hours and this is detailed in the course handbook. The programme comprises an equal balance of theory and practice learning. The course structure document, student handbook, and the employer handbook clearly show that the programme is two years in length and the end point assessment (EPA) commences on successful completion of NMC requirements. The programme is designed to allow appropriate time for the students to meet the programme theory requirements, standards of proficiency for NAs and achieve the programme hours and outcomes. There is a summary breakdown of theory and practice hours contained in the programme specification. We were told that student attendance is monitored by the AEI in collaboration with PLPs and students are required to make up any time lost. We were informed that student hours are recorded in the PAD and the clinical educators monitor these. The PLPs, practice supervisors and students confirmed this.

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 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.

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.
We found that documentation demonstrates that there is an equal balance of theory and practice. The modules in this programme include appropriate academic level aims, learning outcomes and module content. The module descriptors

include details of the learning outcomes and module content. There is evidence that a range of teaching and learning strategies will be utilised in this programme, including online and blended learning as well as simulated learning. Assessment strategies are varied and students engage in making presentations. The PLPs confirmed that they are committed to students receiving the amount of PLT required. Students on the HEE programme told us that they are well-supported in achieving the theoretical and practice learning outcomes. PLT is recorded by students in the OAR and is monitored by PEFs.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *12 September 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:

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

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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.
We found that the the documentation demonstrates that the UoS and PLPs, have procedures in place to ensure students meet the SPNA to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings. The England NA PAD sets out the expectations for student learning in practice. Students can gather service user and carer feedback on their experience of the nursing associate care provided.

Programme documentation demonstrates that the roles of practice supervisors, practice assessors and academic assessors are clearly defined and understood. This includes role distinction and the ways in which they will work in partnership. Students on the HEE programme confirm that they experience diverse practice learning opportunities across all age groups in their base placements and through their bespoke placement experiences. PLPs and students are clear about the procedures in place for raising and escalating concerns in practice environments.

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.
Documentation provided demonstrates that students have opportunities to engage

in a diverse range of practice experiences to meet the holistic needs of people of all ages and of all conditions. Appropriate procedures are in place for assessing and monitoring students' practice experiences and this is clear in the PADs. Students on the HEE programme told us that they have opportunities to engage in a diverse range of practice experiences to meet the holistic needs of people. We found that appropriate procedures are in place for assessing and monitoring students' practice experiences. Students confirm that their views are listened to and responded to. We found that there are sufficient practice supervisors, practice assessors and academic assessors to monitor and assess students in practice environments. The AEI has employed a health coach to organise the tripartite reviews of student progression in recognition of increasing student numbers and requirements of SSSA. Joint meetings between PLPs and AEI staff review student experiences. Robust auditing of placements is carried out collaboratively by the AEIs and PLPs to ensure the ongoing suitability of practice environments and introduction of new practice environments. The programme team, PLPs and students told us about the range of placement learning experiences that are available. We found that students have placements across the four fields of nursing and in a range of settings. PLPs told us that preparation of staff for transition to the SSSA is organised at individual trust level and in collaboration with AEIs in the region and members of the consortium. We were told that supervisors will become practice assessors and practice supervisors. PLPs confirm that they will maintain registers for practice assessors. We were also told that they capture the lists of practice supervisors through the practice education audit. PLPs confirmed the PEFs will support students during external placements.

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
We found that the teaching and learning strategy for the programme is centred on the student learning experience and the utilisation of prior knowledge and experience, with the aim of engendering high quality teaching, learning and assessment. We found that students will be prepared for technology based care and telehealth. The use of the learning platform, Brightspace, has been utilised throughout the programme to ensure students gain digital and technologically literacy during their studies.

We found that students will undertake 40 hours of online learning during the programme. Students on the HEE programme told us that they can access lecture and seminar materials and engage with online learning tasks designed to promote their digital literacy skills and academic study skills development. Students can engage in simulated learning in the university to enable their development of clinical and communication skills. Simulated learning is arranged in blocks at the beginning of each academic year. Simulated learning constitutes 60 hours of

students PLT, which is assessed formatively. The AEI will introduce the involvement of service user role play and scenarios as part of simulated learning and assessment. We found that simulation will not be used to assess proficiencies or count towards practice time.

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.
Documentation provides evidence to demonstrate that procedures and policies are in place to ensure that the students' individual needs and circumstances are given consideration during theory learning and in the allocation of placements. The AEI and PLPs have a code of practice, which provides a framework for the implementation of reasonable adjustments to support students with a disability. Support is provided when individual needs are identified. PLPs confirm that additional support is also made available in practice. Students confirm these arrangements and told us that information about reasonable adjustments is provided at different points during the programme. The programme team and students on the HEE programme confirm that applicants are informed about the processes for reasonable adjustment during the application process and during induction. Students also told us that they are aware of the processes for reasonable adjustments if needed and are briefed on these as part of the programme induction. PLPs undertake the occupational health clearances of students, which can identify their needs and this is shared with the AEI.

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.

The NA course handbook and the NA employer handbook provide evidence that students will have PLT and will be released for at least 20 percent of their time (option B). In order to broaden their experience, students will have 16 weeks (480 hours) divided into four-week blocks of external placements. The AEI, employers and PLPs told us that during external placements, students will be supernumerary. PLT is monitored as part of students' tripartite reviews held quarterly and through student feedback on practice environments. This was confirmed by students on the HEE programme. The programme structure has been developed and agreed by partner organisations.

The students are provided with learning materials online to allow them to study at times that are appropriate for their own individual circumstances. Placements are allocated by the AEI in collaboration with PLPs. PLPs told us that protected learning time has been discussed and will be in place for students on the proposed nursing associate programme. PLPs confirm their support for the proposed programme. They also confirmed that they were fully engaged during the development of the programmed. PLPs confirm that they have resources in place to ensure that students will have PLT. Students document protected learning time in the PAD. They told us that PLT is planned and recorded on rosters and that during PLT students are not counted in the staffing requirements. We were told that PEFs monitor the implementation of PLT. We were told that students are made aware of the process they have to follow if they have issues with PLT.

The link lecturer supports students in practice and monitors implementation of PLT. Students told us that they are aware of the process of escalating concerns, which they can use to raise concerns about PLT.

All students present confirmed that they had PLT identified on their rosters. One student confirmed that during PLT they would shadow registered nurses. One student told us that they had opportunities to work with the home treatment team during PLT. Students also confirmed that they have dedicated online learning time and they use WhatsApp to undertake group-learning activities. Students also told us that they have access to an online sign language learning platform to improve their communication skills. Students told us that they are supported by link tutors and practice environment facilitators during protected learning time and external placements. They confirmed that PLPs and the AEI respond timely to student concerns. Students told us that they can also request tutorial support if needed.

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

Yes

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

Yes

Outcome

Is the standard met?
Met
Date: *12 September 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.
We found that the student programme handbook demonstrates how the programme is mapped to the NMC standards of proficiency. A variety of operational and strategic forums support operational governance by providing a robust mechanism for the monitoring and evaluation of adherence to NMC standards. We found that these include forums that are hosted by the AEI such as the pre-registration operational group (PROG), apprenticeship operational group, educational partnership forum (EPF). We found that in accordance with the university's personal tutorial policy, all students will be entitled to tutorial support, through the allocation of an individual member of the programme team who will be

an NMC registrant. We found that the assessment moderation policy ensures timely and individualised feedback on assessments is provided. We also found that the external examiner policy ensures the quality of marking and feedback is monitored and complies with the NMC SFNME.

Academic and practice staff will work in partnership to support student learning. The roles of practice supervisors and practice assessors are clear within the programme documentation, including student assessment documents. The need for PLPs to provide PLT is clear within the employer handbook. A clear strategy exists for auditing practice placements for the approval of practice placements and scrutiny of the processes in place to ensure the availability of suitably qualified practice supervisors, practice assessors and academic assessors. Students have personal tutors. There are procedures in place to trigger support for students under performing or raising concerns in practice and the generation of action plans for any student needing support.

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.
The AEI is part of the regional Midlands, Yorkshire and East region Practice Learning Group (MYE PLG).This group works collaboratively across all systems and networks with the purpose of implementing the SSSA. There is evidence in the documentation of how the SSSA is applied to the programme. The SSSA is clearly articulated in the programme documentation. In preparation for the implementation of the SSSA, mentors and sign off mentors have mapped their competencies to SSSA requirements for practice supervisors and practice assessors. There is a regional coordination of preparing practice staff for the implementation of the SSSA in the region involving other AEIs. PLPs told us that preparation of staff for transition to the SSSA is organised at individual trust level and in collaboration with AEIs in the region and members of the consortium. We were told that current mentors and sign off mentors will become practice assessors and practice supervisors.

Students were consulted and made aware of transfer arrangements to SSSA. Students have been provided with an information leaflet about the SSSA. Students confirmed that they were informed that arrangements for practice learning will be transferring to SSSA.

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.
We found that students receive formative and summative feedback throughout the programme in both theory and practice learning components. The strategies for providing formative and summative feedback to students are detailed in the programme handbook. The England NA PAD documentation allows practice supervisors, practice assessors and academic assessors to provide feedback to the student in the practice learning environments. This includes a midpoint and end-point review of progress during each practice placement. The England NA PAD also includes the requirement for students to receive feedback on their performance from service users/carers. Students also have an OAR. Student feedback has resulted in re-organisation of some modules.

Students told us that module tutors explain assessment requirements during induction and throughout each module. Students told us that they receive timely formative and summative feedback of their work. They also told us that they are given opportunities to give feedback through a survey on both theory and practice learning. Students told us that they are aware of the changes that have been made to some of the modules as a result of their feedback. They also told us that they requested for service users to be involved in teaching and this will be implemented in some modules in year two of the existing HEE programme. Service users will be involved in identified modules in the proposed programme.

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.
There is mapping of the curriculum and PLPs to ensure throughout the programme that students meet the SPNA. The detailed assessment strategies for the modules and programme specification illustrate ways in which students can meet the

SPNA.

The England NA PAD provides a comprehensive document, based on the standards for proficiency in this programme, which allows a record of student progress and learning. Practice supervisors and practice assessors can record their decisions on the assessment of the student's progress and proficiency. The England NA PAD also includes sections for student to reflect on their progress. Academic assessor responsibilities are well-defined. The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met
Yes

Outcome

Is the standard met?
Met
Date: *12 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:
N/A
Revised outcome after condition(s) met:
N/A

Standard 5 Qualification to be awarded

Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register

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their award.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

N/A

There is no exit award with eligibility for NMC registration.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: *12 September 2019*

Post Event Review

Identify how the condition is met:

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assurance of nursing, midwifery and
nursing associate education.

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:	

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Approved mapping document mapping modules to NMC standards, undated
Statement of Compliance Cambridge University Hospitals, 7 August 2019
Suffolk Self-assessment Report, 2018-19
Post approval documents
Course validation/re-approval sign off, 27 September 2019
If you stated no above, please provide the reason and mitigation
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Four year one students on HEE NA programme.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no to any of the above, please provide the reason and mitigation	

UoS is an established AEI. There was no requirement to review resources.

Additional comments:

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Issue record			
Final Report			
Author	Kudzai Mafuba	Date	14 September 2019
Checked by	Pamela Page	Date	1 November 2019
Approved by	Leeann Greer	Date	13 November 2019
Submitted by	Lucy Percival	Date	13 November 2019