Programme Major Modification report

Section one

Programme provider name:	University of Suffolk
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Cambridge University Hospitals NHS Foundation Trust Bedfordshire Hospitals NHS Foundation Trust East Suffolk and North Essex NHS Foundation Trust James Paget University Hospitals NHS Foundation Trust Luton and Dunstable University Hospital NHS Foundation Trust Norfolk and Suffolk NHS Foundation Trust Royal Papworth Hospital NHS Foundation Trust West Suffolk NHS Foundation Trust
Programme reviewed: *This is the NMC programme title(s)*	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☐
Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)*	FdA Health and Wellbeing (Nursing Associate) (Higher Apprenticeship)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A

Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	FdA Health and Wellbeing (Nursing Associate)
Academic level of current programme:	
Pre-registration nursing associate	England ☒ Level 5
Nursing associate apprenticeship	England ☐ Level 5
Academic levels of modified/additional programme(s)/route(s):	
Pre-registration nursing associate	England ☒ Level 5 ☐ N/A
Nursing associate apprenticeship	England ☐ Level 5 ☒ N/A

Programme start date:
 	
   Pre-registration nursing associate
   Nursing associate apprenticeship
	7 January 2022

Date of modification:	9 June 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Kudzai Mafuba

Summary of review and findings

The University of Suffolk (UoS) and their employer partners currently run the nursing associate (higher apprenticeship) programme which was approved by the NMC on 21 November 2019. This modification proposal is for the UoS and their practice learning partners (PLPs) to deliver the FdA health and wellbeing (nursing associate) direct entry route 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)

The modification visit was undertaken remotely due to COVID-19.

The proposed programme reflects a desire by the UoS and their PLPs to widen the entry routes for nursing associates in order to increase the healthcare workforce in the region. The nursing associate programme (direct entry route) has been developed in collaboration with PLPs. The Health Education England (HEE) representative present at the modification event confirms their support for the direct entry route.

The programme team confirm that the programme is consistent with university regulations. The current nursing associate (higher apprenticeship) programme is well evaluated by students. The programme team, employers, PLPs and other stakeholders provided a strong rationale for the proposed direct entry route. We are reassured that the proposed programme will develop competent nursing associates and meet the Standards of proficiency for registered nursing associates (NMC, 2018).

The approved education institution (AEI) and PLPs confirm and provide assurance that there are robust processes in place for managing risk in the event of adverse regulatory reports from the Care Quality Commission (CQC) or other statutory organisations.

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.

Recommended outcome of the approval panel

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Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**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:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Placement allocations for direct entry route students.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	

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* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and discussions during the major modification confirm the AEI works in partnership with employer partners, PLPs, service users, students and other stakeholders. Employer partners of the current higher apprenticeship route and PLPs confirm that they are supportive of the development of the direct entry route. Senior practice staff tell us they have regular meetings with the programme team and senior staff at UoS and joint decisions are made at a strategic and operational level to support the nursing associate programme and ensure the quality of the practice learning environments.

The AEI tell us they have benefitted from regional and local engagement through the Midlands, Yorkshire and East region Practice Learning Group (MYEPLG). This group works collaboratively across all systems and networks with the purpose of implementing the NMC Standards. This 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 direct entry route student handbook and practice assessment documentation clearly articulate the requirements for supernumerary status for direct entry route students. PLPs tell us that the supernumerary status of direct entry route students has been discussed. The link lecturer support students in practice and monitors implementation of supernumerary status. PLPs confirm that they have placement capacity, and resources in place to support the direct entry route students. We are

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told that practice education facilitators (PEFs) support students during practice learning.

The regional network enables students to undertake spoke and virtual placements where needed. The AEI and PLPs tell us that there are opportunities for simulated learning in some placement areas. The AEI's placements administration team oversees placement allocation in collaboration with PLPs 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. The AEI and PLPs tell us there are bi-monthly placement meetings. The HEE representative confirm that they are supporting the development of placement capacity in the region.

The pan Suffolk and North East Essex approach to practice learning ensures consistency of student assessment during practice learning. There is a regional approach to preparing practice supervisors, practice assessors and academic assessors. The AEI and PLPs tell us plans are in place to prepare practice supervisors and practice assessors to support direct entry route students and apprentices. Students confirm that practice supervisors and assessors are prepared for their roles. Academic staff confirm preparation for the academic assessor role.

Students tell us they're involved in the development of the proposed direct entry route. Students confirm that they are given opportunities to provide feedback about any issues related the programme through the student-staff liaison committee.

Student representatives tell us they attend programme committee meetings and give feedback to the rest of the group. Students tell us that they are informed about reasonable adjustments during the selection process and that this is documented. Students tell us that module tutors explain assessment requirements during induction and throughout each module. Students say they're aware of the process for escalating concerns either during practice learning experiences or in the university.

Service users and carers confirmed that they are members of a service user and carer group. They tell us that they attend quarterly service user and carer forum meetings. Service users and carers tell us that they are aware of plans for the development of the direct entry route for nursing associates.

UoS, in partnership with PLPs, ensure oversight for practice supervision and assessment is in place and practice learning adheres to the SSSA (NMC, 2018). PEFs, practice supervisors and assessors tell us that direct entry route students will have extensive opportunities for inter-professional learning within acute and community practice learning environments.

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 ☒   **NOT 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 ☒   **NOT MET** ☐

Post Event Review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

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

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)
  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
  YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
  YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)
  YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged since original approval on 21 November 2019.

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

MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged since original approval on 21 November 2019.

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 9 June 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT 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

Findings against the standard and requirements

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

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

Provide an <u>evaluative summary</u> 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.

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

    MET ☒   **NOT MET** ☐

R2.4 is met. The programme is designed to support and align with practice learning with appropriate sequencing of content, programme, module aims and outcomes in the direct entry route. The programme team confirm that students will gain exposure and knowledge related to all four fields of nursing practice. Programme plans and placement allocations examples demonstrate that the design and delivery of the programme will support students on the direct entry route to have experience relevant to all four fields of nursing practice.

Documentation and discussions at the event demonstrate that as part of their induction, direct entry route students will have clinical skills simulation. The clinical skills simulation include: the clinical environment and fundamentals of care across the lifespan, mental health, learning disabilities, manual handling, vital signs (adult and child), deteriorating patient, basic life support (adult and child), introduction to medicines management and human factors. Students will be exposed to all fields of practice through a variety of experiences in practice placement areas specific to certain service users and by following a hub and spoke model, virtual experience and simulated learning in practice. The students gave examples of placement experiences, which are varied and provide experiences across the lifespan.

PLPs demonstrate strong commitment to facilitate students' practice learning across the four fields of nursing within acute and community care settings. PLPs tell us there are collaborative arrangements to facilitative spoke learning experience opportunities for part time students and apprentices.

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

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

    YES ☒   **NO** ☐

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

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

    MET ☒   **NOT MET** ☐

R2.6 is met. The programme length and required hours are detailed in the course handbook, which incorporates programme specifications, and programme plan. The programme requires students to complete 2340 hours and this is detailed on the programme plan and in the course handbook. The programme comprises an equal balance of theory and practice learning. The course structure document, programme plan and direct entry route student handbook clearly show that the programme is two years in length. The programme is designed to allow appropriate time for the students to meet the programme theory requirements, SPNA and achieve the programme hours and outcomes. There is a summary breakdown of theory and practice hours contained in the programme specification, and programme plan.

A range of learning and teaching strategies are detailed in the direct entry student 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.

We were told that student attendance of theory learning is monitored by the AEI and students are required to make up any time lost. We are told that student practice learning hours are recorded in the PAD and academic assessors 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 specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET ☒   **NOT MET** ☐

R2.7 is met. The programme plan and programme specification demonstrate that there is an equal balance of theory and practice. Students complete 50 percent of programme hours in theory settings and 50 percent in practice settings. The practice allocation model demonstrates achievement of designated practice learning hours for the programme.

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. Students on the higher apprenticeship route tell us that they are well-supported in achieving the theoretical and practice learning outcomes of the programme.

Evidence provides assurance that the following QA approval criteria are met:
• There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8) **YES** ☒   **NO** ☐

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 9 June 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

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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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentation demonstrates that the UoS and PLPs, have procedures in place to ensure direct entry route students meet the SPNA to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings. Programme documentation for direct entry students demonstrates that the roles of practice supervisors, practice assessors and academic assessors are clearly defined and understood. Students on the higher apprenticeship route confirm that they experience diverse practice learning opportunities across all age groups in their base placements and through their bespoke placement experiences. PLPs and apprentices are clear about the procedures in place for raising and escalating concerns in practice environments.

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Senior practice staff tell us there's sufficient capacity for practice learning experiences within their organisations to support direct entry route and higher apprenticeship route students. The HEE representative, the programme team, and PLPs tell us they continue to identify further practice learning environments for direct entry route students. Higher apprenticeship students say they're supported during practice learning and there are sufficient opportunities for them to gain experience in all fields of nursing practice.

Examples of direct entry route student placement journeys demonstrate that they will have opportunities to meet the Standards of proficiency for nursing associates.

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

MET ☒   **NOT MET** ☐

R3.2 is met. Programme documentation and discussions at the modification visit demonstrate students experience a variety of practice learning experiences. PLPs at the modification visit confirm they have placement agreements and will ensure direct entry students will access the necessary range of practice learning experiences across the four fields of nursing practice. UoS and PLPs confirm practice learning experiences prepare students to meet the holistic needs of people of all ages. Apprentices tell us that they have opportunities to engage in a diverse range of practice experiences to meet the holistic needs of people.

Documentation and discussions at the modification event demonstrate that appropriate procedures are in place for assessing and monitoring students' practice experiences. We found that there are sufficient practice supervisors, practice assessors and academic assessors to monitor and assess students in all practice environments.

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. PLPs confirm that they maintain registers for practice assessors. We are also told that lists of practice supervisors are captured through the practice education audit. PLPs confirm the PEFs will support direct entry students during placements.

Direct entry student placements are allocated and disseminated to PLPs by the AEI's placement administration team. Placement planning is discussed on a regular basis with PLPs through existing governance forums, specific placements planning meetings. Students are allocated to each clinical placement area taking into account current audit status, practice supervisor and practice assessor availability and agreed capacity.

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

MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged since original approval on 21 November 2019.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Unchanged since original approval on 21 November 2019.

- 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 ☒   **NOT MET** ☐

R3.5 is met. The direct entry nursing associate course handbook and programme specification confirm that students will be supernumerary. In order to develop their clinical skills, students will have one week in simulated learning during induction. The clinical skills simulation include: the clinical environment and fundamentals of care across the lifespan, mental health, learning disabilities, manual handling, vital signs (adult and child), deteriorating patient, basic life support (adult and child), introduction to medicines management and human factors.

PLPs confirm their support for the direct entry route. PLPs confirm that they have resources in place to ensure that students will be supernumerary. We are told that PEFs monitor placement learning experiences. The link lecturer supports students in practice and monitors students' supernumerary status. All apprentices present at the modification visit confirm that they had protected learning time (PLT) identified during practice learning. Apprentices also confirmed that they have dedicated online learning time and they use WhatsApp to undertake group-learning activities. Apprentices also confirm that PLPs and the UoS are responsive to their concerns during theory and practice learning.

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

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 9 June 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme
R4.4 provide students with feedback throughout the programme to support their development
R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*
R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent
R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate
R4.8 ensure that there is equal weighting in the assessment of theory and practice, and
R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates.*

Standards framework for nursing and midwifery education specifically*:* |

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment
R4.1 – R4.11

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R4.1 is met. Unchanged since original approval on 21 November 2019.

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

    MET ☒   **NOT MET** ☐

 R4.2 is met. Unchanged since original approval on 21 November 2019.

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

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

    YES ☒   **NO** ☐

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

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

    MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged since original approval on 21 November 2019.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. Unchanged since original approval on 21 November 2019.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Outcome			
Is the standard met?	**MET** ☒	**NOT MET** ☐	
Date: 9 June 2021			
Post event review			
Identify how the condition(s) is met: N/A			
Date condition(s) met: N/A			
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐	

Nursing & Midwifery Council

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

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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.

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

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:
- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

There is no fall-back exit award with eligibility for NMC registration.

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

YES ☒   **NO** ☐

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

Date: 9 June 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐

Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for approval.		
List additional documentation: N/A		
Additional comments: None identified		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: FdA Health and Wellbeing (Nursing Associate) (Higher Apprenticeship), January 2020 x two.		

FdA Health and Wellbeing (Nursing Associate) (Higher Apprenticeship), January 2021 x two.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation An apprenticeship programme is not proposed.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Norfolk and Suffolk NHS Foundation Trust, inspection report, CQC, 15 January 2020 West Suffolk NHS Foundation Trust, inspection report, CQC, 30 January 2020		
If you stated no to any of the above, please provide the reason and mitigation: The approval visit was undertaken remotely due to COVID-19. The UoS is an existing provider of existing NMC approved pre-registration nursing programmes in the proposed fields of practice.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied

Issue record			
Final Report			
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