

Programme Major Modification report

Section one

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| Programme provider name: | London South Bank University |
| In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i> | <p>Ashford and St Peter's Hospitals NHS Foundation Trust Barking Havering and Redbridge Hospitals NHS Trust Barts Health NHS Trust East Suffolk and North Essex NHS Foundation Trust South London and Maudsley NHS Foundation Trust Oxleas NHS Foundation Trust Southwest London and St Georges Mental Health NHS Foundation Trust North East London Foundation Trust London Northwest University Healthcare NHS Trust Guys and St Thomas' NHS Foundation Trust Central London Community Healthcare NHS Trust Chelsea and Westminster Hospital NHS Foundation Trust East London NHS Foundation Trust Great Ormond Street Hospital for Children NHS Foundation Trust Homerton University Hospital Foundation Trust Camden and Islington NHS Foundation Trust Lewisham and Greenwich NHS Trust King's College Hospital NHS Foundation Trust Central and Northwest London NHS Foundation Trust Private, voluntary and independent care providers Education and social care providers</p> |
| Programme reviewed: | <p>Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/></p> |

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|--|---|-----------------|
| Title of current programme: | FdSc Nursing Associate | |
| Title of modified programme if changed: | N/A | |
| Academic level of current programme: | | |
| Pre-registration nursing associate | England <input type="checkbox"/> Level 5 | |
| Nursing associate apprenticeship | England <input checked="" type="checkbox"/> Level 5 | |
| Academic level of modified programme if changed: | | |
| Pre-registration nursing associate | England <input checked="" type="checkbox"/> Level 5 | |
| Nursing associate apprenticeship | England <input type="checkbox"/> Level 5 | |
| Programme start date: | | |
| Pre-registration nursing associate Nursing associate apprenticeship | <table border="1"> <tr> <td>25 October 2021</td> </tr> </table> | 25 October 2021 |
| 25 October 2021 | | |
| Date of approval: | 7 June 2021 | |
| Type of Modification: | Visit | |
| QA visitor(s): | Registrant Visitor: Pepsi Takawira | |

Section two

| Summary of review and findings |
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| <p>London South Bank University (LSBU), school of health and social care (the school), institute of vocational learning present documentation for the major modification of an approved foundation degree science (FdSc) apprenticeship nursing associate (NA) two-year full-time programme to add a direct entry route. The FdSc NA apprenticeship route was originally approved on 8 October 2019.</p> <p>Programme documentation and the modification visit provides assurance that curriculum content, modes of delivery and practice learning experiences are designed to enable students to meet the Standards for pre-registration nursing associate programmes (SPNAP), Nursing and Midwifery Council (NMC) Standards of proficiency for nursing associates (SPNA) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018). LSBU is committed to partnership working with students, practice learning partners (PLPs) and service users and carers (SUCs) in the co-production, co-delivery and evaluation of the programme at strategic and operational levels.</p> <p>The visit is undertaken remotely during the COVID-19 pandemic.</p> <p>The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA are not met at programme level as five joint NMC and university conditions apply. One NMC recommendation is made.</p> <p>Update 14 July 2021:</p> <p>Evidence is provided to meet the joint NMC and university conditions.</p> <p>The SFNME and SSSA are now met.</p> <p>The programme is recommended to the NMC for approval.</p> |

| Recommended outcome of the approval panel | |
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| Recommended outcome to the NMC: | <p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> |

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| | <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| <p>Conditions:</p> | <p>Effective partnership working: collaboration, culture, communication and resources: Condition one: LSBU must produce a programme level plan to demonstrate sustainable SUC engagement with recruitment and selection of students and learning, teaching and assessment. (SFNME R1.12, R2.7, R5.14; SPNAP R2.1) (NMC and university condition)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: Condition two: Provide evidence of LSBU support for NA students in practice learning environments. (SFNME R3.5; SPNAP R4.2) (NMC and university condition)</p> <p>Condition three: Provide evidence that NA students are informed of their academic assessor and students understand the role of the academic assessor. (SSSA R6.6; SPNAP R4.2) (NMC and university condition)</p> <p>Condition four: Detail the governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action taken when supernumerary status is not upheld. (SPNAP R3.5.1) (NMC and university condition)</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition five: Detail the governance processes to ensure the practice learning hours are accurately recorded to meet NMC requirements. (SPNAP R2.6) (NMC and university condition)</p> |

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| Date condition(s) to be met: | 5 July 2021 |
| Recommendations to enhance the programme delivery: | Recommendation one: Programme team should update applicant facing information to provide information regarding recognition of prior learning (RPL), and to include timelines for managing RPL applications. (SFNME R2.8; SPNAP R1.5) |
| Focused areas for future monitoring: | SUCs involvement in programme at all levels. LSBU Support for students in practice learning. Supernumerary status of direct entry NA students. RPL process for direct entry NA students. |

| Programme is recommended for approval subject to specific conditions being met | |
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| Commentary post review of evidence against conditions | |
| <p>The programme team has provided evidence of an implementation plan, that assures sustainable SUC involvement in the design, development, delivery and evaluation of the NA programme. This includes evidence of suitable preparation including equality, diversity and inclusion (EDI) training for engagement with student recruitment, and student assessment. Condition one is now met.</p> <p>The programme team has provided evidence which demonstrates how LSBU staff will assure support for NA students in practice learning environments. Condition two is now met.</p> <p>The programme team has provided evidence detailing the process for educating NA students, about the role of the academic assessor and ensuring that the students are aware who their academic assessor is in each academic year. Condition three is now met.</p> <p>The programme team has provided amended documentation, that provides assurance of the governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action taken when supernumerary status is not upheld. Condition four is now met.</p> <p>The programme team has provided evidence detailing the governance processes to ensure the practice learning hours are accurately recorded to meet NMC requirements. Condition five is now met.</p> | |
| AEI Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |

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| Summary of observations made, if applicable | N/A |
| Final recommendation made to NMC: | <p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| Date condition(s) met: | 14 July 2021 |

Section three

| NMC Programme standards |
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| <p>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) QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook</p> |

| Partnerships |
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| <p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p> |
| <p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <p>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</p> |

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.

Programme documentation and the modification visit provides assurance, that the programme is developed with engagement and collaboration from students and practice learning partners (PLPs). However, whilst it is evident that processes are in place for utilising SUCs in aspects of programme operation and delivery, there's limited evidence of the strategic and operational aspects of involving SUCs within the programme. At the modification visit we find SUCs involvement in all aspects of the programme, including selection and recruitment, programme management and delivery, teaching, learning and assessment is inconsistent. The programme team confirm their intention to involve SUCs in the programme, however, there's no evidence to confirm these plans at programme level. SUCs tell us they've no involvement in the design and development of the direct entry route. SUCs tell us they've only been consulted two weeks prior to the major modification visit. (Condition one)

Partnership agreements between LSBU and PLPs demonstrate collaboration at strategic and operational levels. Governance systems are in place to ensure compliance with the legal, regulatory, education and professional requirements. There are established communication processes between LSBU and PLPs. Lines of communication and accountability for the quality assurance, development and delivery and evaluation of the NA programme are established through monthly pan London regional NA group meetings. There's a range of practice learning opportunities in place for NA students to meet the diverse needs of people across the lifespan.

PLPs tell us that there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors to provide support for assessment of skills and proficiencies for all NA students. LSBU senior leadership team also confirm plans for additional staff resources, to meet the potential growth in student numbers.

Students are positive about support provided for theory in the current apprenticeship pre-registration NA programme. However, students tell us the programme teams have no involvement nor oversight of their practice learning. The students do not know who their academic assessors are, nor do they understand the role of the academic assessor in the assessment of their practice. (Condition two and condition three).

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

SUCs involvement in all aspects of the programme, including selection and recruitment, programme management and delivery, teaching, learning and assessment is inconsistent.

Condition one: LSBU must produce a programme level plan to demonstrate sustainable SUC engagement with recruitment and selection of students and learning, teaching and assessment. (SFNME R1.12, R2.7, R5.14; SPNAP R2.1) (NMC and university condition)

Current NA students tell us that they don't have support from LSBU whilst in practice learning environments.

Condition two: Provide evidence of LSBU support for NA students in practice learning environments. (SFNME R3.5; SPNAP R4.2) (NMC and university condition)

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

Current NA students tell us they don't know who their academic assessors are and they don't understand the role.

Condition three: Provide evidence that NA students are informed of their academic assessor and students understand the role of the academic assessor. (SSSA R6.6; SPNAP R4.2)

Date: 7 June 2021

Post Event Review

Identify how the condition(s) is met:

Condition one: The programme team have submitted documentary evidence that provides assurance of how SUCs will be involved in the delivery and evaluation of the programme.

Condition one is now met.

Evidence:

Response to conditions one and five NA programme, 14 July 2021
LSBU SUCs involvement strategy and implementation plan to ensure sustainable SUC engagement, July 2021
People's academy manifesto, July 2021
Encore memorandum of understanding, December 2020
Module descriptors NA apprenticeship and direct entry final, 23 June 2021

The programme team has provided evidence that LSBU will support NA students in practice learning environments. This evidence provides assurance that there is effective mechanisms to support NA students in practice learning environments.
Condition two is now met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021
Role and responsibility of the link lecturer version four, April 2021

The programme team has provided amended documentation detailing how NA students are informed of their academic assessor and educated about the role of the academic assessor. The amended documentation provides assurance that students will have an allocated academic assessor and that they understand the role of the academic assessor.

Condition three is met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021
NA induction timetable, June 2021
FdSc NA course guidance, June 2021
Practice learning guidelines NA direct entry 2021 - 2022, July 2021

Date condition(s) met: 14 July 2021

Revised outcome after condition(s) met:

MET

NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

[Standards framework for nursing and midwifery education](#) specifically: R2.6, R2.7, R2.8, R2.10

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)
YES **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
YES **NO**
- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES **NO**
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)
YES **NO**

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

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

R1.5 is met. There's an established university process for RPL and at a local level the school have a procedure that confirms that RPL may be used. However,

applicant facing information does not provide information regarding RPL or provide timelines for managing RPL applications. (Recommendation one)

- 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) and practice assessment document (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 8 October 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: 7 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

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

R2.1 is not met. Whilst it is evident that processes are in place for utilising SUCs in aspects of programme operation and delivery, there is little evidence of the strategic and operational aspects of involving SUCs within the programme. At the modification visit we found the extent to which this is implemented is limited, particularly in co-production, recruitment and delivery of the programme. Current students on the apprenticeship route tell us they have no input from SUCs in the delivery of the theory element of their programme. Two SUCs we met, tell us they are keen to be involved in student recruitment, teaching and assessment. However, they had only been told about the programme and modification visit in the two weeks leading up to the visit.

The programme team tells us about the intention to involve SUCs in the programme, but there's no evidence to confirm these plans at programme level. (Condition one)

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. Programme documents and the major modification visit confirms that the curriculum is designed, to ensure that students obtain a broad base of theory and practice, with module content designed to ensure that students gain skills across the lifespan. Hub practice learning experiences are supported by, spoke placements to ensure students gain experiences across the lifespan and in a variety of settings.

PLPs tell us they have robust systems in place, to plan and manage placement capacity and have enough scope to offer students a range of placements to meet the programme requirements.

Students on the current NA apprenticeship route tell us that their practice learning has included experience of care of adults and children and people with mental health and learning disabilities 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 NO

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;
 - programme 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 not met. Programme documentation and discussions at the modification visit, confirm the programme practice hours are not explicitly clear. There are inconsistencies in the recording of practice hours across programme documentation. The programme team confirm theory hours are recorded for each individual teaching session through a register of attendance. Practice learning opportunities extend across the lifespan which is confirmed by the programme team and students. However, documentary analysis does not provide assurance that there are clear governance processes to ensure practice learning hours are accurately recorded to meet NMC requirements. (Condition five)

- 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 approved apprenticeship nursing programme confirms that there is an equal balance of theory and practice. The direct entry route is structured for students to attend one theory day a week and four study days. A blended learning approach is utilised to enable students to experience teaching with flexible modes of delivery. All hours must be achieved by the end of the programme. The programme aims and learning outcomes are mapped to the SPNA.

There's evidence of a range of teaching and learning strategies used in the programme. This includes small group teaching, and simulation based learning.

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

SUCs involvement in all aspects of the programme, including selection and recruitment, programme management and delivery, teaching, learning and assessment is inconsistent.

Condition one: LSBU must produce a programme level plan to demonstrate sustainable SUC engagement with recruitment and selection of students and learning, teaching and assessment. (SFNME R1.12, R2.7, R5.14; SPNAP R2.1) (NMC and university condition)

Documentary evidence and discussion at the modification visit identifies, there are inconsistencies in the recording of practice hours across programme documentation.

Condition five: Detail the governance processes to ensure the practice learning hours are accurately recorded to meet NMC requirements. (SPNAP R2.6) (NMC and university condition)

Date: 7 June 2021

Post event review

Identify how the condition(s) is met:

The programme team has provided evidence of an implementation plan, that assures sustainable SUCs involvement in the design, development, delivery and evaluation of the NA programme. This includes evidence of suitable preparation including EDI training for engagement with student recruitment, and student assessment.

Condition one is now met.

Evidence:

Response to conditions one and five NA programme, 14 July 2021
 LSBU SUCs involvement strategy and implementation plan to ensure sustainable SUC engagement, July 2021
 People's academy manifesto, July 2021
 Encore memorandum of understanding, December 2020
 Module descriptors NA apprenticeship and direct entry final, 23 June 2021

The programme team has provided evidence, detailing the governance processes to ensure the practice learning hours are accurately recorded to meet NMC requirements.

Condition five is now met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021
 In place example, July 2021

Date condition(s) met: 14 July 2021

Revised outcome after condition(s) met: 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

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

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

MET **NOT MET**

R3.1 is met. Unchanged since original approval on 8 October 2019.

- 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. Unchanged since original approval on 8 October 2019.

- 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 8 October 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 8 October 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 not met. Documentation and modification visit confirms that protected learning time will be assured and is demonstrated through option A. There are no detailed governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action that will be taken when supernumerary status is not upheld. The processes followed to record and monitor practice and theory hours is not explicit. Current NA apprentice students confirm they're not always able to have protected learning time and any related issues are not always appropriately addressed by LSBU. (Condition four)

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

There are no detailed governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action that will be taken when supernumerary status is not upheld.

Condition four: Detail the governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action taken when supernumerary status is not upheld. (SPNAP R3.5.1) (NMC and university condition)

Date: 7 June 2021

Post event review

Identify how the condition(s) is met:

The programme team has provided amended documentation, that provides assurance of the governance processes to ensure that direct entry NA students are supernumerary when learning in practice, including the action taken when supernumerary status is not upheld. Condition four is now met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021

Practice learning guidelines NA direct entry 2021 - 2022, July 2021

Date condition(s) met: 14 July 2021

Revised outcome after condition(s) met: 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 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 **NOT MET**

R4.1 is met. Unchanged since original approval on 8 October 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 not met. Programme documentation from the approved NA apprenticeship programme indicates the processes for monitoring how the supervision, support, learning and assessment complies with the SFNME (NMC, 2018). Though there are policies in place supporting quality assurance of the programme, students tell us that they are not always aware who the academic assessors for NA students are and they do not understand the role of the academic assessor. (Condition three)

Students confirm they are supported in their roles by practice supervisors and practice assessors and that PLPs are taking appropriate steps to raise awareness of the NA scope of practice. PLPs tell us they employ dedicated staff to support NA's. Both students and PLPs tell us that LSBU programme team members are not visible in practice areas to support student learning. (Condition two)

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Unchanged since original approval on 8 October 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 8 October 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

Current NA student tell us that they don't know who their academic assessors are, and they don't understand the role.

Condition three: Provide evidence that NA students are informed of their academic assessor and students understand the role of the academic assessor. (SSSA R6.6; SPNAP R4.2) (NMC and university condition)

Outcome

Is the standard met? MET NOT MET

Current NA student tell us that they don't know who their academic assessors are, and they don't understand the role.

Condition three: Provide evidence that NA students are informed of their academic assessor and students understand the role of the academic assessor. (SSSA R6.6; SPNAP R4.2)

Students and PLPs tell us that LSBU programme team members are not visible in practice areas to support student learning.

Condition two: Provide evidence of LSBU support for NA students in practice learning environments. (SFNME R3.5; SPNAP R4.2)

Date: 7 June 2021

Post event review

Identify how the condition(s) is met:

The programme team has provided evidence that LSBU will support NA students in practice learning environments. This evidence provides assurance that there is effective mechanisms to support NA students in practice learning environments. Condition two is now met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021
Role and responsibility of the link lecturer version four, April 2021

The programme team has provided amended documentation detailing how NA students are informed of their academic assessor and educated about the role of the academic assessor. The amended documentation provides assurance that students will have an allocated academic assessor and that they understand the role of the academic assessor.

Condition three is met.

Evidence:

Response to conditions and recommendations from validation event NA final, 2 July 2021
NA induction timetable, June 2021
FdSc NA course guidance, June 2021
Practice learning guidelines NA direct entry 2021 - 2022, July 2021

Date condition(s) met: 14 July 2021

Revised outcome after condition(s) met:

MET

NOT MET

Standard 5: Qualification to be awarded

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

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

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

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's no fall-back exit award with registration as a NA.

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

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Programme specification | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Module descriptors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation including: programme handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student university handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation includes HE/FE college information for students, if relevant | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice assessment documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ongoing record of achievement (ORA) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning environment handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning handbook for practice supervisors and assessors specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Academic assessor focused information specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Placement allocation / structure of programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PAD linked to competence outcomes, and mapped against standards of proficiency | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme. (Gateway 2) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018) (Gateway 3) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Curricula vitae (CV) for relevant staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CV of the registered nurse or nursing associate responsible for directing the education programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Registrant academic staff details checked on NMC website | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| External examiner appointments and arrangements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: There's no higher education/further education (HE/FE) partner. | | |
| List additional documentation: Post visit documentary evidence to meet conditions: Encore memorandum of understanding, December 2020 FdSc NA course guidance, June 2021 Inplace example, July 2021 LSBU SUCs involvement strategy and implementation plan to ensure sustainable SUC engagement, July 2021 Module descriptors NA apprenticeship and direct entry final, 23 June 2021 NA induction timetable, June 2021 People's academy manifesto, July 2021 Practice learning guidelines NA direct entry 2021- 2022, July 2021 Response to conditions one and five NA programme, 14 July 2021 Response to conditions and recommendations from validation event NA final, 2 July 2021 Role and responsibilities of the link lecturer version four, April 2021 | | |
| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| HE/FE college senior managers, if relevant | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/practice assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, please identify cohort year/programme of study: Six x first year student nursing associates Five x second year student nursing associates | | |

| | | |
|---|-------------------------------------|--------------------------|
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no to any of the above, please provide the reason and mitigation HE/FE college senior managers aren't relevant. | | |
| 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) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning / virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| System regulator reports list: Care Quality Commission (CQC) inspection report St George's University Hospitals NHS Foundation Trust, 18 December 2019 CQC inspection report South West London and St George's Mental Health NHS Trust, 20 December 2019 CQC inspection report North East London NHS Foundation Trust, 6 September 2019 | | |
| If you stated no to any of the above, please provide the reason and mitigation: Visits to practice learning environments aren't relevant for this modification. | | |
| Additional comments: None identified | | |

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