Programme Major Modification report

Section one

Programme provider name:	Nottingham Trent University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
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)*	Foundation Degree Nursing Associate
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*	N/A
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	2 August 2021
Date of modification:	17 February 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: David Hart Mudd

Summary of review and findings

Nottingham Trent University (NTU) is an established approved education institution (AEI). The NTU school of social sciences (the school) has submitted documentation to support a major modification to the existing pre-registration nursing associate apprenticeship programme approved by the Nursing and Midwifery Council (NMC) on 21 November 2019. The programme is currently approved to be delivered at the NTU Clifton, Nottingham campus. This major modification is to include delivery of the foundation degree nursing associate (NA) programme at the NTU higher education campus within Vision West Nottinghamshire College, Mansfield (NTU Mansfield campus).

A virtual visit to NTU Mansfield campus was undertaken due to COVID-19.

We found that the NTU Mansfield campus has comparable facilities to other NTU campuses, including sufficient teaching and classroom space, to ensure an equitable experience for students on the programme. Timetabling across all NTU campuses is managed by the programme leader. The sequencing of module delivery and assessment is identical across NTU campuses. Internal moderation, external moderation and assessment boards take place simultaneously across NTU campuses. Students based at all NTU campuses can contact module leaders and academic assessors by phone or email for help and advice. The NTU Mansfield campus has well-equipped simulation suites, with on-site technicians, sufficient to support the expected number of students, and there are facilities to stream online activities across all NTU campuses. All NTU campuses have staffed library facilities and all module reading lists are available for students based at the Mansfield campus. The Mansfield campus has a student support, wellbeing and engagement service to provide pastoral support and academic help and advice.

There's an effective working relationship between the school and their employer partners (EPs). A partnership approach to the development of the programme is evident. Formal written partnership agreements are in place for the NA programme with relevant EPs. The programme team and EPs tell us that the proposed delivery at the Mansfield campus will widen participation and provide opportunities for locally based students from socially disadvantaged backgrounds to access the programme.

EPs confirm compliance with the NMC standards, specifically the Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018), Standards of proficiency for nursing associates (SPNA) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018).
There are no new EPs supporting this major modification.

NTU use the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The NAPAD is mapped to the SPNA and programme outcomes. The NAPAD and OAR are used for NA students based at the NTU Mansfield campus.

There's evidence of partnership working between NTU and stakeholders including service users, students and EPs. There's documentary evidence that stakeholders have contributed to the design and development of the programme.

NTU, in partnership with EPs, confirm that any issues which arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection.

We confirmed adequacy of the resources and educational facilities concluding that NA students will receive an equitable learning experience on all NTU campuses.

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

The programme is recommended to the NMC for approval. The NMC and university made one joint recommendation.

Recommended outcome of the approval panel	
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:	Recommendation one: Consider monitoring the impact of COVID-19 on service user engagement in the programme. (SFNME R1.12, R5.5, R5.14) (NMC and university recommendation)
Focused areas for future monitoring:	The experiences of NA students based at the NTU Mansfield campus.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions N/A	
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 ☒

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	Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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:**

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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:

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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.

We found effective working relationships between NTU, EPs and service users and carers (SUCs), with evidence of collaborative programme development. The programme team, EPs and SUCs tell us of the plans for continuing co-production of the programme.

Senior representatives from EPs tell us of the partnership arrangements they have with NTU and this is confirmed by evidence of written and signed agreements.

There's a joint approach to recruiting to the programme and management of its delivery involving EPs and SUCs.

There's a SUC engagement strategy with an identified NTU SUC co-ordinator. SUCs tell us they're prepared for their role in contributing to the programme by an induction programme facilitated by the SUC co-ordinator. SUCs are involved in curriculum delivery and student assessment. They take part in face-to-face teaching with students. They participate in simulation-based learning activities and their perspective of student performance is included in the feedback students receive. SUCs tell us they attend SUC group meetings and engage with students via online platforms during COVID-19 restrictions. They tell us that, whilst this is successful, the lack of face-to-face contact is a disadvantage and affects relationship building. (Recommendation one)

The NAPAD facilitates the involvement of SUCs in providing feedback for students. There's documentary evidence that SUCs have been involved in the design and co-production of the programme. SUCs tell us they feel listened to and treated as equal partners in the programme.

Documentary evidence and discussion at the modification visit confirm there are enough appropriately qualified practice assessors, practice supervisors and

academic assessors to provide support for assessment of skills and proficiencies for NA students specified in the SPNAP and SSSA.

Two principal lecturers are identified, one based at NTU Clifton campus and one at Mansfield campus, to liaise and co-ordinate the delivery of the programme across NTU campuses.

Fitness to practise concerns about a student are managed in partnership between NTU and EPs.

There's documentation that details the roles and responsibilities of academic assessors, NTU practice link lecturers, practice assessors and practice supervisors who support the student practice learning experience and the ways they work in partnership to ensure robust and consistent implementation of the SSSA.

There's evidence of the use of consistent and objective criteria for the approval of practice placements. Biennial educational audits are carried out in partnership between NTU and EPs using the practice audit and learning environment audit tool. The programme team and EPs tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

NTU practice link lecturers support students in the practice learning environment. Tripartite meetings take place in the practice learning environment between students, NTU practice link lecturers and practice assessors at the mid-point and end point of each practice placement.

Module leaders facilitate student evaluation and feedback on modules in theory and practice. Students tell us they're listened to and changes to the programme are made in response to their feedback.

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.

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nursing associate education.

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. Unchanged since original approval on 21 November 2019.

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- 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: 17 February 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** ☐

- 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.

- 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. EPs confirm providing practice placement opportunities for students for a non-field specific experience across the lifespan and in a variety of settings. Students tell us they're supported in theory and practice to experience a breadth of clinical practice. Documentary evidence confirms, and the programme team tell us, that school academic staff based at all NTU campuses have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

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 specification provides a summary breakdown of theory and practice hours for the NA programme to achieve a minimum of 2,300 programme hours. There's an equal balance between theory and practice learning to allow students to meet the SPNA. The structure and programme delivery are identical across NTU campuses. Practice placements are scheduled identically for students based at all NTU campuses. The number of hours (50 percent of programme hours) spent in practice learning environments is recorded in the NAPAD by students and verified by the practice supervisor and practice assessor. Attendance in theory settings is recorded on classroom registers and monitored by module leaders and the programme leader across all NTU campuses. Unmet theory and/or practice learning hours are retrieved through an individual plan of action agreed with the programme leader and EPs.

- 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 structure demonstrates an equal balance of theory and practice learning and is sufficient to allow students to meet the SPNA. Designated hours are detailed in the module descriptors and practice learning allocations.

Students undertaking the programme at all NTU campuses share the same modules. Timetabling and assessments across all campuses are centrally managed by the programme leader and NTU registry. The programme structure and content are identical across all NTU campuses including the practice placements schedule.

There's a range of teaching and learning strategies used in the programme including online learning materials, seminars, group tutorials and feedback on draft programme work. There's live and video recorded master classes broadcast across all NTU campuses which are accessible to all students. All modules include appropriate academic level aims, learning outcomes, module content and methods of assessment. This is included in the student facing documentation and students tell us that the information is appropriate and easily accessible. NTU has identified key roles to support the student learning experience. Two principal lecturers are identified, one based at NTU Clifton campus and one at Mansfield campus, to liaise and co-ordinate the delivery of the programme across NTU campuses. Learning, assessment, internal and external moderation takes place simultaneously across campuses.

All students have an allocated academic assessor for each stage of the programme.

There's a student journey tracker for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme in theory and practice. This is stored on a NTU database and managed by the programme leader and NTU placements manager.

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: 17 February 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 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:

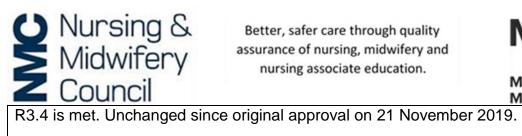R3.5.2.1 are released for at least 20 percent of the programme for academic study

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 <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. Unchanged since original approval on 21 November 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 21 November 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 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. There's evidence that NA students have protected learning time through option B. Protected learning time is given when students are in their base placement and also during allocation to alternative practice placements, in order to experience practice in a variety of settings across the lifespan. NA students are released for a minimum of 20 percent of the programme for academic study. The programme team, EPs and students tell us that protected learning time is always assured. The formal agreements between NTU and EPs include guarantees that the requirements for protected learning time are met.

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: 17 February 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	

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

N/A

Standard 4: Supervision and assessment

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

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

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

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assurance of nursing, midwifery and
nursing associate education.

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. There's a structured plan to implement the SSSA for the programme. Information about the SSSA is explicit in the programme specification and student facing documentation. The roles of the practice link lecturer in providing support for students in practice and their practice supervisors and practice assessors are defined. Practice assessors and practice supervisors understand their role and role preparation process.

Practice supervisors and practice assessors are prepared for their roles in supporting the student experience by jointly run workshops from NTU and EPs. The NAPAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and assessment requirements which map to the SPNA. Practice assessors record their decisions on student assessment, progress and proficiency in the NAPAD. We find that academic assessors are being prepared for their role by NTU which supports continued professional development of academic staff based at all NTU campuses. Details of the practice assessor and practice supervisor roles in supporting NA students in practice are included in student facing documentation. There's evidence of the allocation of different academic assessors in each stage of the programme.

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. There's mapping of the curriculum and practice learning opportunities to ensure throughout the programme that students meet the SPNA. The NAPAD records student progress and learning in relation to the SPNA.

The NAPAD includes sections for students to provide reflections on their progress and performance along with several action plans which enable them to focus on further development and ongoing learning needs. The NAPAD provides templates for the student to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team.

Academic assessor responsibilities are well-defined in documentary evidence. Academic assessors make objective decisions about student progression and assessment in partnership with practice supervisors and practice assessors across the stages of the programme.

The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance. Practice supervisors record their decisions on progress and proficiency in this document.

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: 17 February 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 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 in this programme.

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: 17 February 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		

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, including a signed agreement for protected learning time.	☒	☐
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:		
List additional documentation: NTU Mansfield campus equipment procurement list, January 2021 NTU Mansfield campus brochure, January 2021 Programme team presentation slides, 17 February 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	☒	☐
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: One, year one, certificate higher education (elected student representative and based at NTU Mansfield campus). Two, year one, BSc nursing (mental health) based at NTU Clifton campus. Three, year one, BSc nursing (adult) based at NTU Clifton campus. Five, year one, NA apprenticeship, based at NTU Clifton campus.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		

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: CQC reports: Nottinghamshire Alliance Training Hub, incorporating crown medical centre, Mansfield, 20 May 2019 Nottinghamshire Healthcare NHS Foundation Trust, 27 May 2020 Priory Hospital East Midlands, 27 March 2018 Priory Hospital Nottingham, 14 March 2019 Sherwood Forest Hospitals NHS Foundation Trust, 15 August 2018 Wren Hall Nursing Home, 17 January 2020		
If you stated no to any of the above, please provide the reason and mitigation: Learning support facilities and resources at the NTU Mansfield campus were visited virtually. Practice visits are not required for this modification.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	David Hart Mudd	Date:	25 February 2021
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Submitted by:	Amy Young	Date:	16 April 2021
Approved by:	Leeann Greer	Date:	16 April 2021