

Major Modification report

Section one

Programme provider name:	The Open University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Dorset Healthcare University NHS Foundation Trust Isle of Wight Healthcare NHS Trust Kent Community Health NHS Foundation Trust North Cumbria University Hospitals NHS Trust Northamptonshire Healthcare NHS Foundation Trust Royal Bournemouth and Christchurch Hospital NHS Trust Salisbury NHS Foundation Trust The Queen Elizabeth Hospital NHS Foundation Trust Cumbria Partnership NHS Foundation Trust Dorset County Hospital NHS Foundation Trust Private, voluntary and independent health care providers
Provision(s) reviewed:	
Provision: Nursing Associate Apprenticeship route Title of current programme: Foundation Degree in Nursing Associate Practice Modified programme title(s), if applicable: N/A Programme start date: 5 October 2020 Current academic level(s): England, Wales, Northern Ireland: Level 5 Modified academic level(s), if applicable: N/A	
Date of review	4 May 2020
Type of Modification	Major Modification (Desktop)
QA visitor(s):	Registrant Visitor: Owen Barr

Section two

Summary of review and findings

The Open University, school of health, wellbeing and social care provides a foundation degree in nursing associate practice, through an apprenticeship route. This programme was approved by the Nursing and Midwifery Council (NMC) on 3 September 2019, following a programme approval visit on 1 July 2019.

The stated rationale for this major modification is 'revisiting the full qualification to ensure the modules remain contemporary in a changing healthcare landscape'. The major modification proposes the revision of learning outcomes at programme and module levels. It also involves the replacement of all modules within the previously approved programme with new modules. The previous five modules within this programme (three at 60 credits and two at 30 credits) will be replaced by four modules, all of 60 credits each. As a result of the proposed major modifications, the assessment of module learning outcomes will change in all theory modules in the approved foundation degree in nursing associate practice course.

All previously approved practice learning partners (PLPs) will continue to be involved in this programme. Programme documentation and documentary evidence provided within the major modification process demonstrate evidence of effective partnership working with students, service user groups, employers, and PLPs. This is further illustrated by practical examples; changes to learning outcomes, case studies and learning guides discussed during the major modification desktop meeting via Skype on 4 May 2020. Assessment of a student in practice learning will continue to be through the use of all England nursing associate practice assessment document (NAPAD). The previously approved arrangements for the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) from the NMC programme approval on 3 September 2019 will not change as a result of this major modification.

There is programme documentary evidence that quality assurance processes are in place to manage programme delivery across both practice and theoretical learning settings. Student representation appears in several programme processes such as module evaluations, placement evaluations and staff and student forum.

Documentary evidence and discussions at the major modification event confirm that arrangements at programme level meet both the NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA (NMC, 2018).

The major modification to the nursing associate programme is recommended to the NMC for approval. Two NMC recommendations are made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider including reference to the three determining criteria that define the presence of learning disabilities in a person within the United Kingdom (UK). (SFNME R2.1, Standards for pre-registration nursing associate programmes (SNAP) R2.4)</p> <p>Recommendation two: Consider strengthening the involvement of stakeholders in the co-production of nursing associate programme design, development, delivery and evaluation, and promote nursing associate identity. (SFNME R1.12)</p>
Focused areas for future monitoring:	Monitor the implementation of the SSSA requirements across the nursing associate programmes.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing associate programmes (NMC, 2018)</i></u></p> <p><u><i>Standards of proficiency for nursing associates (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

All existing PLPs will continue to be involved in this programme following the proposed major modification. No new PLPs are being added as part of this major modification.

Clear evidence is provided in the written submission in gateway three and during the major modification meeting on 4 May 2020.

Feedback from students and PLPs has been incorporated into the content and assessment strategy within the revised modules (K102, K104, K234). Examples of content influenced by feedback from students, PLPs and service user groups include the inclusion of case studies that are based on anonymised real life scenarios and the use of linked case studies across the life span.

The AEI may wish to consider further strengthening the involvement of stakeholders in the specific co-production of the nursing associate programme design, development, delivery and evaluation, this may help promote nursing associate identity. (Recommendation two)

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to

provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. The previously NMC approved arrangements (3 September 2019) of recognition of prior learning (RPL) are fundamentally the same. The only change in documentation provided is the updating of the RPL portfolio templates to include the new programme and module level learning outcomes.

A clear policy and application process was outlined within the guidance for the RPL document. This provides a clear process in relation to applying of RPL for up to 50 percent in relation to the proposed new modules within the foundation degree in nursing associate practice. Registered nurses can apply for up to 66 percent RPL within this process.

Documentary evidence and discussion at the major modification meeting outlined how the RPL applications are reviewed by the RPL assessment panel. This panel has documented terms of reference and membership. The assessment of RPL applications is based on the principles of acceptability, sufficiency, authenticity and currency. The moderation procedures for the RPL assessments involve the external examiner for the programme.

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)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. There is clear evidence of support for students in developing their numeracy, literacy, digital and technological literacy throughout the programme.

Numeracy skills are tested on application to the programme. Students complete an online self-assessment tool of basic numeracy skills. The result of the self-assessment identifies the support that may be needed by the student during the programme from the Open University functional skills support team.

Documentary evidence provides information on how the learning relating to numeracy, literacy, digital and technological literacy is supported across the programme.

A wide range of digital learning materials are available to support students develop skills in these areas. Students also receive formative and summative feedback on their progress in these areas through their submission of programme assignments, NAPAD and ongoing record of achievement (OAR).

In part two of the programme there is a health numeracy assessment involving 20 questions. The pass mark for this assessment with a pass mark of 100 percent.

Mapping documents demonstrate how the proposed new programme and module level learning outcomes meet the NMC requirements.

Proposed transfer of current students to the programme under review

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

Met

Documentary evidence confirms the proposed new programme and module learning outcomes are mapped to the NMC SNAP outcomes and Standards of proficiency for nursing associates.

A mapping table of the proposed new programme and module level learning outcomes is provided. This table confirms the mapping for these standards within the proposed new modules.

Students who have completed modules K101 and K117 and who have had an interruption to their studies will have to undertake a zero credit bridging module (K105). This is necessary for the students to complete the 170 practice learning hours in order to transition to the new curriculum.

Existing students will complete the NMC approved programme and will not transition to the new modules.

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

Yes

Outcome

Is the standard met?

Met

Date: 4 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Document analysis and discussions at the major modification meeting via Skype confirms the new programme and module specifications and associated learning outcomes demonstrate opportunities for learning across the life span and within a variety of settings.

The use of case studies set within a family centred framework provides students with opportunities to apply learning in person centred and family centred ways across the life span. These case studies include aspects of mental and physical health. To enhance the learning disabilities component of the curriculum, reference to the three determining criteria that define the presence of learning disabilities in a person within the UK is recommended. (Recommendation one)

Student will undertake practice learning within their work setting. They will also complete two external practice learning experiences. In addition, the use of hub and spoke arrangements for practice learning provides opportunities for gaining knowledge and skills across a wide range of settings and across the lifespan.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:

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

Met

R2.6 is met. Documentary evidence and discussion at the major modification meeting confirms this programme is delivered in both full-time and part-time modes. Within both modes of study, students complete 2850 hours, exceeding the NMC minimum requirement of 2300 hours.

The hours are split as 1410 hours theory and 1440 hours practice (49.47 percent and 50.52 percent respectively). Student undertake 460 hours 'off the job' learning, which meets the requirement protected learning time and provides sufficient time for students to meet the NMC standards of proficiency for nursing associates.

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

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

Met

R2.7 is met. The programme documentation, module outlines, and student handbook demonstrates an equal balance of theory and practice learning.

The module learning outcomes for the proposed new modules are clearly mapped to the Standards of proficiency for nursing associates. A wide range of appropriate teaching and learning strategies, including face to face contact in theory and practice settings, case studies, interactive online sessions and a wide range of online learning guides and digital resources are noted within the documentation reviewed.

During the discussion at the major modification meeting, it was clearly articulated how these learning guides were co-produced and influenced by student feedback as well as the views of service users and PLPs.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 4 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

Approved education institutions, together with practice learning partners,

must:

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

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

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

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

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

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

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

Met

R3.1 is met. The PLPs are the same as those approved in the programme approval for this programme on 3 September 2019. The arrangements for supporting students in practice have not been changed in this major modification. These remain the same as previously approved.

Documents reviewed provide evidence that students have a core practice base and also need to undertake at least 20 percent of their practice learning in external practice experiences. Sample practice learning flows reviewed show how students will obtain a range of practice learning experiences across a range of hospital, close to hospital and community settings.

The programme and module level learning outcomes that have been revised as part of this major modification demonstrate that students have teaching and assessment on legal, statutory and professional responsibilities in delivering safe and effective care.

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

Met

R3.2 is met. It is clear in the documents reviewed that students will have practice learning opportunities across the life span from maternity services to services for older people. These practice learning experiences will provide the learning opportunities to develop skills in delivering safe and effective care to a diverse range of people, across the lifespan in a variety of settings.

The NAPAD and OAR record the necessary level of detail about practice hours and activity to provide assurance that the range and diversity of students' practice learning experiences and proficiencies will be achieved.

The practice learning evaluation form provides students with the opportunity to provide feedback on their induction to practice learning areas, their level of preparation, and learning opportunities provided. They also seek confirmation of protected learning time and information on any concerns the student has. Confirmation of supernumerary status in external practice learning is also sought from students.

The arrangements for practice learning audits and feedback have not changed as part of this major modification and remain the same as the arrangements approved by NMC on 3 September 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

R3.3 is met. This programme will continue to be delivered via technology enhanced learning approaches as previously approved in the programme approval on 3 September 2019.

Documentary evidence reviewed and discussions at the major modification meeting provided examples of the range of digital resources students will have access to support their learning. These include resources such as www.Clinicalskills.net (information on clinical skills) and www.Anatomy.tv (interactive anatomy and physiology). These are supplemented by digital resources from BBC, YouTube and NHS stories. Students also have access to ebooks, online journals and webinars.

Students also use interactive digital technology in the form of online quizzes, crosswords and assessment of numeracy.

Students also receive information, including professional guidance on the professional responsibilities associated with using social media.

The use of these digital resources form a key aspect of the format in which this programme is provided. The use of these resources is proportionate to the programme.

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

Met

R3.4 is met. Arrangements for student support are unchanged from the programme approval on 3 September 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

R3.5 is met. Nursing associate students have protected learning time recorded in NAPAD and OAR. This is monitored by the practice tutor on a monthly basis. Examples of student practice learning flows also evidence two external practice learning experiences during which students are supernumerary. The details of these practice learning experiences and outcomes achieved are recorded in NAPAD and OAR.

Documentary evidence in the form of a PowerPoint presentation to staff in PLPs clearly explains the requirements for nursing associate students to have 20 percent protected learning time in their core base and should be supernumerary when in external practice learning experiences. The external practice learning is noted as 20 percent of the programme.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 4 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. No changes are proposed to the existing arrangements for student supervision and assessment (in relation to the SFNME) approved by NMC on 3 September 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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. No changes are proposed to the existing arrangements for student supervision and assessment approved by NMC on 3 September 2019.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There are processes in place to provide students with feedback throughout

the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

Met

R4.4 is met. The assessment strategy across the programme and within the modules is clearly presented in the documents provided.

The documents reviewed outline how students receive information on the module content, learning materials, assessments, submission dates and assessment weightings at the commencement of the module. Documents include clear guidance to staff tutors about what is expected in relation to the level and tone of feedback to support student learning and development.

Each module contains formative and summative assessments and clear processes for the provision of feedback on all assessed work. Students receive feedback on their progression in practice learning in tripartite meetings at three points during their practice learning each year.

It is also evidenced in the documents provided that student management action plans are developed for students who require additional support in making progress in their assessed work.

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

Met

R4.5 is met. Documents reviewed confirm that the module level learning outcomes for the proposed new modules have been mapped to the Standards of proficiency for nursing associates, inclusive of annexes A and B.

This clear mapping across the modules, NAPAD and OAR provides assurance that the new modules proposed within this major modification will provide students with the opportunity to meet the Standards of proficiency for nursing associates.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 4 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

N/A

There is no exit award conferring registration with the NMC.

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

Yes

Outcome

Is the standard met?

Met

Date: 4 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

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

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

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission, The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, inspection report, 2019	
If you stated no to any of the above, please provide the reason and mitigation The major modification desktop event was exclusively focused on curriculum revisions.	
Additional comments:	

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	Owen Barr	Date	11 May 2020
Checked by	Pamela Page	Date	25 June 2020
Submitted by	Amy Young	Date	29 June 2020
Approved by	Leeann Greer	Date	1 July 2020