

Programme approval visit report

Section one

Programme provider name:	University of St Mark and St John					
Programme reviewed:	Pre-registration nursing associate	<input checked="" type="checkbox"/>				
	Nursing associate apprenticeship	<input checked="" type="checkbox"/>				
Title of programme:	FdSc Nursing Associate Higher Level Apprenticeship Nursing Associate					
Academic levels:						
Pre-registration nursing associate	England	<input checked="" type="checkbox"/> Level 5				
Nursing associate apprenticeship	England	<input checked="" type="checkbox"/> Level 5				
Date of approval visit:	15-16 November 2022					
Programme start date:	<table border="1"> <tr> <td>Pre-registration nursing associate</td> <td>11 September 2023</td> </tr> <tr> <td>Nursing associate apprenticeship</td> <td>11 September 2023</td> </tr> </table>		Pre-registration nursing associate	11 September 2023	Nursing associate apprenticeship	11 September 2023
Pre-registration nursing associate	11 September 2023					
Nursing associate apprenticeship	11 September 2023					
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Jayne Walters					

Section two

Summary of review and findings

University of St Mark and St John (also known as Plymouth Marjon University (PMU)), school of health and wellbeing (the school) is seeking approval as a new approved education institution (AEI) for delivery of a foundation science degree (FdSc) nursing associate (NA) direct entry and apprenticeship programme. The initial intake proposed is for six full-time and four part-time direct entry students and 20 apprenticeship route students. There are plans to increase the student numbers over the next five years.

PMU is an established higher education institution (HEI) and provides a range of health related undergraduate and post-graduate degree programmes including assistant practitioner, physiotherapy, speech and language therapy, psychology, osteopathy and sports therapy.

The approval visit is undertaken face to face.

The programme is developed in response to the significant nursing vacancy rate in Devon, particularly in the primary and social care sectors. The development of the programme is supported by Health Education England (HEE). The programme has been developed in collaboration with a range of employer partners (EPs) and practice learning partners (PLPs) from across Devon. Recruitment and selection will prioritise local recruits alongside national recruitment. A key focus on the development of this programme has been the involvement of the social and primary care partners to ensure that students have the opportunity to support the broader healthcare settings. Stakeholders are enthusiastic about the primary and social care focus of this programme and have been involved in its development. Practice learning experiences are being further developed in the care home and social care sector to provide additional practice learning capacity.

Findings of the approval visit and our engagement with PLPs, EPs and service users and carers (SUCs) confirm evidence of partnership working between PMU and stakeholders in the co-production and planned delivery of the programme at strategic level.

An education contract with HEE is in place. EPs in attendance at the approval visit are: Livewell Southwest, University Hospitals Plymouth NHS Trust (UHP), Devon Training Hub (20 associated general practice (GP) organisations) and Devon County Council. Statements of commitment with EPs are in place assuring protected learning time and sufficient resources to support student practice learning.

Devon County Council can't be approved as an EP at this approval visit as we are not assured there are sufficient practice assessors to support students in practice learning environments.

At meetings with the senior staff of PMU and the senior staff of PLPs and EPs, we found a strong commitment to supporting the NA programme to strengthen and help grow the local nursing workforce. A programme leader is in place and a team of nursing lecturers and skills educators are appointed and ready to start in September 2023. Existing physiotherapy and speech and language therapy academic staff will also contribute to programme delivery.

An inspection of the learning and teaching facilities at PMU confirm the resources are appropriate and sufficient to support learning. A four bed simulation suite is in development and due for completion in December 2022. Other clinical rooms and a replica home environment is due for completion by March 2023. We are assured there's sufficient time allocated for completion of the building works before the first cohort of students starts in September 2023.

Students have access to library and information technology (IT) facilities at PMU and UHP 24 hours a day. There's study space available for students to work in small groups or individually in both settings.

There are good support services for students available, with wellbeing, study support and disability and inclusion services well established and positively valued by students.

The programme has been mapped to the Standards for pre-registration NA programmes (SPNAP) (Nursing and Midwifery Council (NMC), 2018) and the Standards of proficiency for NAs (SPNA) (NMC, 2018). The programme meets the requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the SPNAP as conditions apply.

The programme is recommended to the NMC for approval subject to four NMC conditions and eight university conditions.

Three NMC recommendations and one university recommendation are made.

Updated 7 February 2023:

PMU has provided evidence which demonstrates all four NMC conditions are now met.

The SFNME and the SPNAP are met.

All eight university conditions have been met and signed off by the chair of the
conjoint approval panel.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide evidence of collaborative working with neighbouring AELs including sharing of preparation of practice supervisors and practice assessors, sharing of education audits, placement evaluations, placement capacity, sharing of Care Quality Commission (CQC) reports and associated NMC exceptional reporting. (SFNME R2.1, R2.5, R2.16; SPNAP R2.1)</p> <p>Condition eleven: Provide an indicative schedule of meetings for the practice learning group (PLG) ensuring this commences as soon as possible. (University condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p>

	<p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide an indicative timeline of the operational details (implementation plan) of the NA programme to PLPs and EPs (including reasonable adjustments, placement capacity, PLG meetings). (SFNME R2.5; SPNAP R2.1)</p> <p>Condition three: Provide evidence of signed agreements with PLPs to demonstrate commitment to supernumerary status and enough practice assessors for direct entry students. (SFNME R2.1, R2.5; SPNAP R2.1)</p> <p>Condition four: Provide an updated statement of commitment detailing GP surgeries under the Devon Training Hub for NA apprentices. (SFNME R2.1; SPNAP R2.1)</p> <p>Condition five: In liaison with the quality and academic standards unit (QASU), revise the definitive documents, that is, the programme specification and module descriptors for the programme, in accordance with university regulations and latest templates and in line with the discussions held, to incorporate the list provided at the joint approval visit. (University condition)</p> <p>Condition six: Fully review the definitive documents for grammatical errors and typos and ensure it is future proofed for example Schwartz rounds. (University condition)</p> <p>Condition seven: Review the programme learning outcomes (PLOs) to ensure they are set at the correct level and demonstrate distinctiveness between the two programmes. (University condition)</p> <p>Condition eight: Following a review of the PLOs, review the mapping matrix to ensure progression and coherence is demonstrated. (University condition)</p>
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	<p>Condition nine: Provide a rationale for the design of the part-time route including student and employer views, concluding whether this should be advertised or utilised appropriately as a transition from those wishing to move from the full-time route. (University condition)</p> <p>Condition ten: In discussion with the deputy vice chancellor, academic team and QASU review the exit award to ensure it is in line with competition and markets authority requirements. (University condition)</p> <p>Condition twelve: Provide the final version of the healthcare quality assurance for practice and employers placements framework. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>7 February 2023</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider further developing numeracy support for NA students to support health numeracy assessment. (SPNAP R1.6)</p> <p>Recommendation two: Consider signposting recognition of prior learning (RPL) requirements more explicitly on the external website. (SPNAP R1.5)</p> <p>Recommendation three: Consider increasing the level of diversity and representation of society within the service user group. (SFNME R2.1, R2.6, SPNAP R2.1)</p> <p>Recommendation four: The team to consider the internal and external networking and cross programme/discipline opportunities that could be made available to students. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Academic assessor preparation and implementation.</p> <p>Collaboration with other AElS in the geographic area.</p> <p>Social care and GP surgery placement capacity and student support.</p> <p>Review of practice learning group.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>PMU has provided evidence which demonstrates all four NMC conditions are met.</p> <p>Evidence of collaborative working with neighbouring AEs is provided which provides assurance that governance processes are shared and robust. Documents include email communication with other AEs and a memorandum of collaboration committing to sharing of practice supervisor and practice assessor preparation, sharing of educational audits and sharing of CQC reports. Minutes from a variety of practice learning meetings demonstrate collaborative working with other AEs in the geographic area. Condition one is now met.</p> <p>An indicative timeline of the operational details of the NA programme is provided. Condition two is now met.</p> <p>Signed agreements from three PLPs committing to supernumerary status and enough practice assessors to support direct entry students provides assurance. Condition three is now met.</p> <p>An updated statement of commitment and list of 20 GP surgeries that are part of the Devon Training Hub is now provided. Condition four is now met.</p> <p>All eight university conditions have been met and approved by the chair of the conjoint approval panel.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	7 February 2023

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, 2022)

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.

Documentary analysis and discussion at the approval visit provide evidence of effective partnership working between PMU, PLPs, EPs, students and SUCs. Stakeholders tell us they're enthusiastic about the partnership and the opportunity to deliver a different pre-registration NA programme at the university. PLPs and EPs are positive about the programme, with the focus on community and social care being well received. There's support from a Devon NA programme board and a provider engagement network, which has developed a community of practice across Devon health and social care PLPs and EPs to support workforce recruitment.

Stakeholders at strategic level confirm the effectiveness of the partnership, and senior PLP and EP representatives confirm support for PMU intentions to deliver the NA programme. Placement agreements with PLPs confirming support for supernumerary status and sufficient practice assessors for direct entry NAs are required. (Condition three)

There are signed statements of commitment from EPs, although Devon Training Hub is an overarching organisation and a list of GP surgeries committed to supporting apprentice NAs on the programme is not in evidence. (Condition four)

Stakeholders contribute to programme consultation at meetings and by reviewing programme documentation. Processes for programme oversight and monitoring are in place and PMU has developed strategic links with PLPs and EPs. Plans are in place for partnership meetings to be held quarterly throughout the year to review and provide feedback on student practice learning experiences at the PLG. The PLG is accountable for fostering collaboration between PMU's programme team, PLPs, EPs and SUCs at an operational level. Its aims are to review the programme, processes and systems in place to support the quality of the programme in practice learning. This includes quality assurance, patient safety, CQC reports and appropriateness of practice learning environments.

There's limited evidence of engagement and lines of communication and responsibility at operational level with PLPs and EPs. Meetings about the delivery and operationalisation of the programme at PMU are not in evidence. Practice educators, practice assessors and practice supervisors we met are unaware of PMU's intention to deliver a NA programme and share concerns about the impact of additional students in practice learning settings. (Condition two)

A range of committees are planned to provide opportunities for stakeholders to contribute to feedback on programme delivery and share practice learning evaluations. PMU will be sharing some practice learning settings with other AEIs in the geographic area. We are assured by PLPs and EPs at senior level there are sufficient practice learning experiences to support students from all AEIs in the geographic area, however processes for sharing information about educational audits, placement capacity and evaluations, service reconfigurations and adverse CQC reports and serious untoward incidents are yet to be established. (Condition one)

PLPs and EPs are involved in recruitment and selection activities. The EP will identify suitable applicants who will apply directly to PMU. Direct entry applicants will apply through the Universities Colleges and Admissions Service (UCAS). All applicants will be invited to an interview with representatives from the programme team, PLPs, EPs and SUCs.

PMU will use the all-England NA practice assessment document (PAD) and ongoing achievement record (OAR). The PAD will be available electronically as an ePAD.

PMU demonstrates partnership working with SUCs. There's a SUC policy and strategy to support activities which is co-produced with the SUC group. Documentary evidence and discussion at the approval visit confirm that SUCs are involved in the design and development of the programme. We find that SUCs contribute to ongoing evaluation and quality enhancement through the PLG and SUC group meetings.

The programme team and SUCs tell us they receive support and preparation for their role. SUCs are part of recruitment and selection activities and receive equality, diversity and inclusion (EDI) training before undertaking recruitment and selection activities. SUCs tell us they contribute to interview processes and the design of multiple mini interviews (MMIs). SUCs tell us they will contribute to teaching and assessment on the NA programme such as sharing experiences, simulation-based learning days and clinical skills activities. SUCs tell us they provide informal mentoring to support students.

SUCs confirm they feel listened to and are supported to undertake their role. They tell us their views are valued by PMU and their future involvement with the

programme will promote a diversity of viewpoints, so that students are exposed to issues that SUCs feel are important. Students tell us that SUCs contribute to their learning and they value the role of SUCs in their programme. PMU are asked to consider increasing the diversity and representation of society with SUCs, for example to consider recruiting people who have recovered from mental ill health in the group. (Recommendation three)

Documentary analysis and the approval visit confirm that PMU partnerships with students are strong and effective. We met students from PMU allied health profession programmes and NA students from other AElS at the approval visit and in practice learning settings. PMU students tell us the university are committed to acting upon student feedback and there are many opportunities to share their views and evaluate course content, delivery and practice learning throughout their programme. PMU students tell us assessment feedback is good and timely, allowing them opportunities to use the feedback in subsequent assessments.

There are student voice committees for every programme which are held at the end of each semester. The committees offer opportunities for students to provide feedback about their programme and suggest changes. Students at the approval visit confirm their voice is heard and PMU acts quickly on suggestions made for changes to programmes. Students tell us of examples of how they have influenced changes to their programme as a result of giving feedback. Student representation is via committees such as the staff student liaison committee and the student experience council which is wholly run by students. PMU have developed Chatback, a social media application designed to seek student views quickly, anonymously and informally.

Student representatives tell us that PMU values the student voice, and the culture of PMU is a positive and supportive one. They tell us this enables them to have good open relationships with academic staff and their personal development tutor. Students know how and where to escalate any concerns they may have either at PMU or in practice learning.

Students tell us about the support provided throughout their programme by the student wellbeing and support team, disability and inclusion team and library staff. This includes support for students with reasonable adjustments in both theory and practice learning.

We met students in practice learning environments. Students confirm they have access to support in practice learning environments from clinical educators, practice supervisors and practice assessors. NA apprenticeship students we met confirm they have protected learning time in practice learning settings. Practice educators and practice assessors we met confirm the SSSA is well established in practice learning settings.

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**

PMU have not provided evidence of collaborative working with neighbouring AEIs to ensure that governance processes are shared and robust.

Condition one: Provide evidence of collaborative working with neighbouring AEIs including sharing of education audits, placement evaluations, placement capacity, sharing of CQC reports and associated NMC exceptional reporting. (SFNME R2.1, R2.5, R2.16; SPNAP R2.1)

Practice educators, practice assessors and practice supervisors had no knowledge or information about PMU's plans to deliver a NA programme. They are unaware of the operational details including the suggested practice learning weeks in the programme.

Condition two: Provide an indicative timeline of the operational details (implementation plan) of the NA programme to PLPs and EPs (including reasonable adjustments, placement capacity, PLG meetings). (SFNME R2.5; SPNAP R2.1)

The signed agreements with PLPs do not include assurance that PLPs have enough practice assessors and will commit to supernumerary status for direct entry students.

Condition three: Provide evidence of signed agreements with PLPs to demonstrate commitment to supernumerary status and enough practice assessors for direct entry students. (SFNME R2.1, R2.5; SPNAP R2.1)

Devon Training Hub is a collaborative organisation of GP surgeries that have committed to supporting apprentice NA students. The signed statement of commitment must list the individual GP practices.

Condition four: Provide an updated statement of commitment detailing GP surgeries under the Devon Training Hub for NA apprentices. (SFNME R2.1; SPNAP R2.1)

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:

Condition one: Evidence of collaborative working with neighbouring AEIs is provided which provides assurance that governance processes are shared and robust. Documents include email communication with other AEIs and a memorandum of collaboration committing to sharing of practice supervisor and practice assessor preparation, sharing of educational audits and sharing of CQC reports. Minutes from a variety of practice learning meetings demonstrate collaborative working with other AEIs in the geographic area. Condition one is now met.

Evidence:

AEI Practice learning academic network south west (PLAN-SW) meeting invite, 19 January 2023

PLAN-SW terms of reference, 5 December 2022

Learning and education strategic oversight group meeting invite, 16 January 2023

Initial discussion screenshot, 5 December 2022

Email trail between PMU and local AEI, 15 December 2022 and 3 February 2023

Memorandum of collaboration and understanding PMU and local AEI, 17 January 2023

Trainee NA combined communities of practice terms of reference version two, January 2019

HEE-AEI provider meeting minutes, 16 August 2022

HEE-AEI provider meeting minutes, 20 September 2022

HEE-AEI provider meeting minutes, 17 January 2023

InPlace implementation group minutes, 18 November 2022

Template to record communications between HEIs with placements in Devon in relation to concerns involving students, undated

Condition two: An indicative timeline of the operational details of the NA programme is provided. Condition two is now met.

Evidence:

Stakeholder welcome to PMU tour of clinical simulation suite poster, undated

Implementation plan, undated

PMU conditions and recommendations confirmation by PMU chair of the conjoint approval panel, 18 January 2023

Condition three: Signed agreements from three PLPs committing to supernumerary status and enough practice assessors to support direct entry students provides assurance. Condition three is now met.

Evidence:

UHP, signed PLP statement of commitment, December 2022

Livewell Southwest, signed PLP statement of commitment, December 2022

Devon Training Hub, signed PLP statement of commitment, December 2022

Condition four:

An updated statement of commitment and list of 20 GP surgeries that are part of the Devon Training Hub is now provided. Condition four is now met.

Evidence:

Devon Training Hub GP surgery list, undated

Devon Training Hub, signed statement of commitment, December 2022

Date condition(s) met: 7 February 2023

Revised outcome after condition(s) met:

MET

NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

YES NO

- 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. (R1.2)

YES NO

- 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. 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. RPL and recognition of prior experiential learning (RPEL) processes are outlined in the PMU admissions policy and procedures which has been updated to reflect NMC requirements. Prospective students who would be able to submit a claim for RPL are advised at the application stage. Each applicant is considered on an individual basis and will be asked to supply details of their learning in relation to elements of the programme from which exemption is sought. There's information for students available on RPL once they have commenced the programme. There's limited information about RPL on the university webpages. (Recommendation two)

RPL can be used for certificated or experiential learning up to a maximum of 50 percent of the programme, with exemptions for applicants who are NMC registered nurses with no restrictions on practice. RPL can be used as advanced standing for entry to the programme to reduce the length of the programme or against specific modules. The programme lead will complete a mapping document and applications are reviewed by the head of registry. All RPL claims are noted at module assessment boards. The external examiners handbook outlines the responsibilities of external examiners to review RPL claims.

- 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. Documentary evidence and meetings at the approval visit confirm that students are supported to develop their numeracy, literacy, digital and technological literacy throughout the programme. The ePAD is linked to proficiency outcomes in numeracy, literacy and digital and technological literacy to meet programme outcomes. Diagnostic literacy and numeracy tests completed on

application inform ongoing support for students. Students who do not have the requisite entry requirements or evidence of recent study are offered a place on the accelerating higher education and digital skills (AHEAD) for health professionals bridging programme, designed to develop and enhance literacy, numeracy and digital and technological literacy. Students tell us it prepares them well for the academic requirements of the foundation degree. EPs and PLPs tell us the getting AHEAD programme prepares students for success in the foundation degree.

The acquire, improve, master (AIM) programme is a series of sessions covering academic writing, information literacy and digital skills delivered at three levels dependant on students' knowledge and skills. Academic skills development resources include guidance on referencing, literature searching and academic writing. Digital skills cover use of Microsoft Office and using library databases and referencing tools. Digital services and study skills teams deliver group or individual student support either online or face to face as required. Students have access to Studiosity, a 24-hour online service to support students with referencing and academic writing queries. There's support for numeracy through study skills tutors although this is not specific to health-related programmes. The programme team tell us that additional support for numeracy will be established. (Recommendation one)

Student handbooks guide students to these support services, and students confirm that there's support available to them if required. All written assignments are submitted electronically.

Students have access to a range of digital and technological resources including Canvas, PMU's virtual learning environment (VLE). Numeracy is formatively assessed through learning outcomes in the ePAD and throughout the duration of the practice modules. Episodes of care assessments focus on medicines management in each year and must be passed by the end of the year. There's a summative assessment of numeracy in the year two medicines management module with a 100 percent pass mark required. A range of online resources such as Elsevier clinical skills, safeMedicate and SN@P education and assessment, an online specialist training provider for developing numeracy skills, have been purchased.

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: 16 November 2022

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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. PMU have not provided evidence of collaborative working with neighbouring AEs to ensure that governance processes are shared and robust. (Condition one)

Practice educators and practice assessors we met have no knowledge of PMU's intention to deliver an NA programme. Information has not been shared of the implementation plans at operational level. (Condition two)

Signed placement agreements from two PLPs, Livewell Southwest and UHP are in place. However the agreements do not support the programme intentions as they do not provide assurance that the supernumerary status of direct entry students in practice learning will be upheld and that there are enough practice assessors to support student practice learning. (Condition three)

There are signed statements of commitment from three EPs; Livewell Southwest, UHP and Devon Training Hub. However, Devon Training Hub's commitment is missing details of the GP surgeries committed to supporting NA students. (Condition four)

There's a signed statement of commitment from Devon County Council, however the EP at the approval visit could not provide assurance that there are sufficient practice assessors to support apprentice NA students. We can't approve Devon County Council as an EP at this approval visit.

Students tell us that SUCs contribute to their learning and they value the role of SUCs in their programme. PMU are asked to consider increasing the diversity and representation of society with SUCs, for example to consider recruiting people who have recovered from mental ill health in the group. (Recommendation three)

- 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 programme learning outcomes meet the *Standards of proficiency for nursing associates*. (R2.3)

YES NO

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

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

MET **NOT MET**

R2.4 is met. Documentary analysis and discussion at the approval visit indicate that the curriculum has been designed to ensure that students gain underpinning knowledge and skills across the lifespan and in a variety of practice learning settings. Programme and module specifications demonstrate programme design and delivery is generic in content and non-field specific. A range of practice learning opportunities are available including community, primary care and hospital settings. Programme handbooks and planners outline the variety of practice learning experiences available, and student journeys for both direct entry and apprentice NAs are provided. Indicative module content is outlined in the module specifications and enable students to explore the different needs of SUCs and client groups across the lifespan. Module descriptors and learning outcomes support learning across the lifespan and reflect the scope of practice of a NA and are relevant to a variety of settings.

Documentary evidence, the programme team, PLPs and EPs provide assurance that there are sufficient opportunities for direct entry and apprentice NA students to gain a variety of practice learning experiences. PLPs and EPs confirm there are sufficient practice learning experiences to support students from all AEIs in the geographic area. Students tell us they are empowered to take responsibility for their learning and can access practice learning opportunities needed to demonstrate proficiency. Students document their experiences of practice learning in the ePAD and reflect on these in their professional development portfolio.

There are four practice learning experiences planned throughout the programme. Apprentice NA students tell us they're supported from their primary place of work to undertake a wide variety of learning experiences with specialist teams linked to specialist areas. For example, a student working in a community setting can access practice learning experiences with outreach teams, safeguarding teams, specialist nurses and physiotherapists. External practice learning for apprentice NA students of 460 hours is achieved either in blocks throughout the programme or arranged as eight hours per week for 30 weeks dependant on EP and student preference. EPs tell us they collaborate to provide external placements for apprentices to complement opportunities available in their own organisations. Placement allocation is planned by EPs for apprentices and by PMU's placement team for direct entry students.

Practice learning settings will be tracked and monitored using InPlace, an online placement management system. The ePAD will link to ARC, an online system which will support tripartite agreements for apprentice NA students and record students' progress and achievement.

Programme documentation and meetings with the programme team, PLPs, EPs and students confirm there are interprofessional learning (IPL) opportunities in theory and in practice learning environments. The programme team and students tell us about IPL opportunities with physiotherapy and police students. PLPs and EPs identify opportunities for IPL in the practice learning environment. These are evidenced in the ePAD.

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)
YES **NO**

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;
 - 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. Documentary evidence confirms programme length is two years. Each year is 37 weeks in length for both full-time direct entry and apprenticeship NA students. The programme meets the requirements for 2300 hours of learning. Students study a combination of practice and theory modules. There are four modules per year including one practice module. The practice module spans the whole year and is split into two 15 week practice learning experiences with summative assessment at the end of each year.

Practice learning and hours are recorded in the ePAD by students and verified by the practice assessor. Students can make up unmet theory hours through reflections which are appended to their professional development portfolio and reviewed by the personal development tutor (PDT). Missed practice learning hours are retrieved at the end of the programme.

Programme learning is sufficient to allow students to meet the SPNA and the ePAD is mapped to annexe A and B of the SPNA.

A part-time direct entry programme spanning four years meets the requirements for 2300 hours. Students following this route would complete one 15 week practice learning experience and two theory modules per year. PLPs were supportive of a part-time route.

- 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. Documentary evidence and the approval visit confirm that the programme structure has an equal balance of theory and practice learning hours. The programme structure has 1150 hours of theory and 1150 practice hours. Theory modules are delivered over one day a week and run concurrently with the practice module which spans the whole year. There are three reading weeks planned to give all students independent study time and time to prepare for assignments. There are induction and preparation for practice weeks at the start of each year.

Module and programme learning aims and outcomes are appropriate and detailed in the programme specification and programme handbook. Module descriptors outline the module content and teaching and learning approaches. Students encounter a variety of teaching and learning methods which support understanding by the integration of theory and practice including lectures, workshops, e-learning, clinical skills, simulation-based learning and practice-based learning in preparation for registration. There's a gradual shift towards more facilitated and independent learning in year two, in preparation for registration.

The apprentice NA practice placement model varies according to each EP. Apprentice NA students' primary place of employment is used as the base for the duration of the programme. Students will have opportunities for external practice learning in a range of settings. External practice learning hours for NA apprentices of 460 hours are allocated across the two year programme. Direct entry students will undertake a hub and spoke model of practice learning.

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

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

YES NO N/A

The programme leads to single registration as a NA only.

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

YES NO

PMU have not provided evidence of collaborative working with neighbouring AEs to ensure that governance processes are shared and robust. (Condition one)

Practice educators, practice assessors and practice supervisors had no knowledge or information about PMU's plans to deliver a NA programme. They are unaware of the operational details including the suggested practice learning weeks in the programme. (Condition two)

The signed agreements with PLPs do not include assurance that they have enough practice assessors and will commit to supernumerary status for direct entry students. (Condition three)

Devon Training Hub is a collaborative organisation of GP surgeries that have committed to supporting NA apprentice students. The signed statement of commitment must list the individual GP surgeries. (Condition four)

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

PMU have not provided evidence of collaborative working with neighbouring AEs to ensure that governance processes are shared and robust.

Condition one: Provide evidence of collaborative working with neighbouring AEs including sharing of education audits, placement evaluations, placement capacity,

sharing of care quality commission reports and associated NMC exceptional reporting (SFNME R2.1, R2.5, R2.16).

Practice educators and practice assessors we met have no knowledge of PMU's intention to deliver an NA programme. Information has not been shared of the implementation plans at operational level.

Condition two: Provide an indicative timeline of the operational details (implementation plan) of the NA programme to PLPs and EPs (including reasonable adjustments, placement capacity, PLG meetings) (SFNME R2.5;, SPNAP R2.1)

Signed placement agreements from two PLPs, Livewell Southwest and UHP are in place. However, the agreements do not support the programme intentions as they do not provide assurance that the supernumerary status of direct entry students in practice learning will be upheld and that there are enough practice assessors to support student practice learning.

Condition three: Provide evidence of signed agreements with PLPs to demonstrate commitment to supernumerary status and enough practice assessors for direct entry students. (SFNME R2.1, R2.5, SPNAP R2.1)

There are signed statements of commitment from three EPs; Livewell Southwest, UHP and Devon Training Hub. However, Devon Training Hub's commitment is missing details of the GP surgeries committed to supporting NA students.

Condition four: Provide an updated statement of commitment detailing GP surgeries under the Devon Training Hub for NA apprentices. (SFNME R2.1;, SPNAP R2.1)

Date: 16 November 2022

Post event review

Identify how the condition(s) is met:

Condition one: Evidence of collaborative working with neighbouring AEIs is provided which provides assurance that governance processes are shared and robust. Documents include email communication with other AEIs, and a memorandum of collaboration committing to sharing of practice supervisor and practice assessor preparation, sharing of educational audits and sharing of CQC reports. Minutes from a variety of practice learning meetings demonstrate collaborative working with other AEIs in the geographic area. Condition one is now met.

Evidence:

AEI PLAN-SW meeting invite, 19 January 2023
PLAN-SW terms of reference, 5 December 2022

Learning and education strategic oversight group meeting invite, 16 January 2023
Email trail between PMU and local AEI, 15 December 2022 and 3 February 2023
Initial discussion screenshot, 5 December 2022
Memorandum of collaboration and understanding PMU and another AEI, 17 January 2023
Trainee NA combined communities of practice terms of reference version two, January 2019
HEE-AEI provider meeting minutes, 16 August 2022
HEE-AEI provider meeting minutes, 20 September 2022
HEE-AEI provider meeting minutes, 17 January 2023
InPlace implementation group minutes, 18 November 2022
Template to record communications between HEIs with placements in Devon in relation to concerns involving students, undated

Condition two: An indicative timeline of the operational details of the NA programme is provided. Condition two is now met.

Evidence:

Stakeholder welcome to PMU tour of clinical simulation suite poster, undated
Implementation plan, undated
PMU conditions and recommendations confirmation by PMU chair of the conjoint approval panel, 18 January 2023

Condition three: Signed agreements from three PLPs committing to supernumerary status and enough practice assessors to support direct entry students provides assurance. Condition three is now met.

Evidence:

UHP signed PLP statement of commitment, December 2022,
Livewell Southwest, signed PLP statement of commitment, December 2022
Devon Training Hub, signed PLP statement of commitment, December 2022

Condition four: An updated statement of commitment and list of 20 GP surgeries that are part of the Devon Training Hub is now provided. Condition four is now met

Evidence:

Devon Training Hub GP surgery list, undated
Devon Training Hub, signed statement of commitment, December 2022

Date condition(s) met: 7 February 2023

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

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings
- R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages
- R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
- R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:
 - R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice
 - R3.5.2 Option B: nursing associate students who are on work-placed learning routes:
 - R3.5.2.1 are released for at least 20 percent of the programme for academic study
 - R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
 - R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:
R1.1, R1.3, R1.5; R2.9, R2.14; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically:
R1.1 – R1.11

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 is met. Documentary evidence and stakeholders confirm that there are sufficient practice learning opportunities to enable students to develop and meet the SPNA and deliver safe and effective care. Programme documentation provides examples of student learning journeys which confirm a variety of experiences across the lifespan and in different settings. For example, mental health inpatient settings, NHS hospital trusts and GP surgeries in community settings. We find that students are empowered to take responsibility for identifying spoke and external placement learning opportunities to enable them to meet all proficiencies.

Student facing documentation is aligned with the Code (NMC, 2018) and a student code of conduct, and guidelines for professional behaviour is referred to in programme handbooks. A student practice learning handbook contains guidance on raising concerns and is aligned to the responsibilities outlined in the Code. Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. There's documentary evidence of a process for removing a practice learning environment from student placement learning experience. Issues in practice are investigated and shared at the PLG. The ePAD provides evidence that SUCs can withdraw their consent at any time for students' care. Students at the approval visit and in practice learning tell us they know how to raise and escalate concerns.

PMU's fitness to practise policy outlines a robust process for managing student fitness to practise concerns to ensure safe and effective delivery of care. The policy applies to all students and information is shared between EPs and PMU should an apprentice NA student give cause for concern. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning. Student annual good health and good character declarations and end of programme declaration are provided.

- 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. Direct entry NA students will follow a hub and spoke practice learning model being allocated a base placement for each practice learning experience. Spoke practice learning opportunities aligned to the base placement are available. For example a student in an older person unit will have options for spoke practice learning with a dementia nurse specialist, falls team and safe discharge teams.

The apprentice NA students' primary place of employment is designated as the hub for the duration of the programme. Students will have spoke practice placements in a range of settings related to their primary place of employment. Spoke practice learning experiences and external placements will be allocated by

EPs working collaboratively with the programme team to ensure that all students are allocated to a range of experiences. EPs tell us they can swap practice learning placements with other PLPs and ensure students get a broad range of external practice learning experiences outside their hub base.

During tripartite meetings student journeys are reviewed to ensure students are achieving outcomes and proficiencies and have had a variety of experiences. Any deficits are discussed with PLPs and EPs, and changes made to the student journey if required. There are opportunities for students to reflect on practice learning experiences and record these experiences in the professional development portfolio. The ePAD includes sections for students to provide reflections on their progress and performance. Action plans enable them to focus on further development and ongoing learning needs.

At the end of each practice learning experience students complete an evaluation. Reports from evaluations are sent to the programme lead and practice-based learning teams. All practice learning experiences undergo a biennial educational audit to monitor their suitability and support, and development of the learning environment. This ensures practice learning opportunities allow students to meet the SPNA safely.

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

MET **NOT MET**

R3.3 is met. The programme provides opportunities to practise skills safely in a protected environment prior to undertaking practice learning. This supports the translation of theory to practice and supports the development of problem solving and decision making skills in a protected learning environment. The programme team and SUCs tell us they contributed to the design of the simulation facilities at PMU. SUCs will take part in simulation activities.

All summative assignments and academic feedback are submitted electronically. Students will use an e-portfolio to record learning undertaken which will demonstrate progression and achievement of learning outcomes and proficiencies. The Canvas VLE provides students with educational resources, activities and assessments. Students have access to a range of online resources including SN@P and safeMedicate, packages used for developing numeracy skills and practising medication calculations. Elsevier clinical skills and anatomy and physiology resources are also available online.

- 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. PMU have a disability and inclusion advice service to support students with reasonable adjustments in both theory and practice learning experiences. There's a reasonable adjustments policy and process which outlines the process and support available for students who require reasonable adjustments. This includes any adjustments required due to personal circumstances such as travel to practice learning, or changes to shift patterns to undertake caring responsibilities. Plans outlining reasonable adjustments are individually tailored for students to enable achievement of learning outcomes and proficiencies in both practice and theory modules.

Programme documentation and discussion at the approval visit with the programme team, students, PLPs and EPs confirm that processes are in place to ensure that students' individual needs and personal circumstances are considered in the allocation of placements. Clinical practice educators and practice assessors confirm that reasonable adjustments are made in practice learning environments to support student needs. For apprenticeship NA students any changes are communicated between the EP and PMU. The ePAD facilitates the sharing of information between students and practice learning environments to support individual student needs and adjustments.

Student facing documentation, including programme and placement handbooks detail the range of academic and practice learning support services that are available. Students give examples of adjustments such as being able to access classroom learning remotely, of changes made to shift patterns to facilitate childcare and support for those with neurodiverse or long term health needs.

- 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. Protected learning time for apprentice NA students is outlined in programme and practice learning handbooks and in the ePAD. Programme protected learning hours for practice learning are monitored in the ePAD document

and recorded on ARC. Attendance at theory is monitored on ARC and for apprentice NA students is shared with the EP.

NA students will be released for off the job training one day each week for academic study at PMU. This is equivalent to 575 hours or 20 percent of the programme. Practice placement hours of 1150 include 460 external placement hours equivalent to 20 percent of the programme. External practice placement learning can be taken as blocks of learning or for one day per week dependent on EP and student's preference. Work based learning in the student's base placement accounts for the remaining 40 percent of the programme hours equivalent to 22.5 hours per week. Signed contractual agreements confirm EPs' commitment to assurance of protected learning time. Students we met in practice settings confirm they get protected learning time.

Direct entry students will follow the same programme delivery pattern as the apprentice NA students but will be supernumerary in practice learning.

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 16 November 2022

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 4: Supervision and assessment

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET

NOT MET

R4.1 is met. Documentary analysis and the approval visit confirm that PMU induction, education, ongoing development and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. There's an annual appraisal process which provides evidence of commitment from PMU to supporting staff with the resources and time to fulfil their roles.

Each student is assigned a PDT who may also act as an academic assessor. The PMU PDT framework outlines the responsibilities and expectations of the PDT in supporting and guiding students. Each PDT is required to meet students either individually or as a group in their first week at PMU and at five further intervals throughout each academic year. PDTs offer one-to-one support and advice throughout the time at the university, monitor academic achievement and provide support to enable students to succeed and progress.

The ePAD sets out the process for student assessment and action planning and how to record a student who has not met the SPNA. The nominated person in practice learning such as the practice educator or NA lead will be involved in any situation where a student is not meeting the SPNA, and the academic assessor or PDT will support this process.

- 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. The practice supervisor, practice assessor and academic assessor are appropriately prepared for their role as outlined in PMU's preparation for practice supervisor, practice assessor and academic assessor handbook. Preparation sessions are planned to be delivered online through PMU's practice-based learning hub. PMU will maintain a database of the private, independent and voluntary sector staff that have completed the online preparation programme. PLPs and EPs will maintain a database of practice supervisors and practice assessors. Academic assessors will be prepared by PMU and documentary evidence confirms NA students will have a different academic assessor in each part of the programme.

PLPs and EPs provide support for students through clinical practice education facilitators and NA leads who will act as the nominated person in the practice setting. Practice supervisors contribute to student achievement through recording observations in the ePAD, recording student learning outcomes and confirming achievement of proficiency and skills. The practice assessor assesses and confirms a student's proficiency providing assurance of achievements and competence. The practice assessor and academic assessor work in partnership to communicate decisions via phone, email or face to face about student

progression. This is recorded in the ePAD at the midpoint and end of the year and monitored through tripartite and PDT meetings. Programme documentation and practice learning handbooks provide details of the roles and responsibilities of the practice supervisor, practice assessor and academic assessor.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. There's a diverse range of summative assessments in each module in the programme, which includes written assignments, case studies, poster presentations, examinations, numeracy and drug calculation tests, clinical simulation tests and practice proficiencies.

The ePAD has a midpoint review with opportunities for feed forward, and a summative end point assessment. Students on the apprentice NA route will meet with their academic assessor, practice assessor and EP at the midpoint review to monitor progress against their learning contract objectives. Direct entry students will meet with their PDT at the midpoint review to monitor progress against their learning contract.

PMU's assessment policy states that feedback to students must be timely and constructive. Students tell us they receive online feedback within four weeks for summative assessment through Turnitin, which supports their future learning and development in academic and practice settings. Student feedback in the practice learning environments is provided in the ePAD by practice supervisors and practice assessors. SUCs confirm that there are opportunities for them to give feedback to students through the ePAD and through assessments as simulated patients in clinical simulation experiences.

At the end of each practice learning experience students will complete an evaluation. Reports from evaluations are sent to the programme lead and practice-based learning team. All practice learning experiences undergo a biennial educational audit to monitor their suitability and support, and development of the

learning environment. This ensures practice learning opportunities allow students to meet the SPNA safely.

- 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. Mapping documents ensure that the content of the curriculum enables students to meet the SPNA. End of year programme boards consider and confirm student progression towards the SPNA and the award. The ePAD provides detail of the proficiencies expected to be achieved for each year. An assessment strategy is presented across the two-year programme and credits are allocated accordingly to both theory and practice elements. An OAR document is presented and records an overview of the NA's progression and achievements of proficiencies at stages of the programme. Practice learning provides sufficient breadth of experience for students to achieve programme outcomes and proficiencies.

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**

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (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: 16 November 2022

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 award for NMC registration as a NA.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 November 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
There's no evidence of communication or collaboration arrangements with other AEIs in the geographic area. Condition one applies.		
No further education (FE) partners are involved with this programme.		
List additional documentation:		
Post conditions documentation.		
Initial discussion screenshot, 5 December 2022 AEI PLAN-SW meeting invite, 19 January 2023 PLAN-SW terms of reference, 5 December 2022 Learning and education strategic oversight group meeting invite, 16 January 2023 Email trail between PMU and local AEI, 15 December 2022 and 3 February 2023 Stakeholder welcome to PMU tour of clinical simulation suite poster, undated Implementation plan, undated Memorandum of collaboration and understanding PMU and local AEI, 17 January 2023 PMU conditions and recommendations confirmation by PMU chair of the conjoint approval panel, 18 January 2023 Devon Training Hub GP surgery list, undated UHP signed PLP statement of commitment, December 2022 Livewell Southwest, signed PLP statement of commitment, December 2022 Devon Training Hub, signed PLP statement of commitment, December 2022 Trainee NA combined communities of practice terms of reference version two, January 2019 HEE-HEI provider meeting minutes, 16 August 2022 HEE-HEI provider meeting minutes, 20 September 2022 HEE-HEI provider meeting minutes, 17 January 2023 InPlace implementation group minutes, 18 November 2022 Template to record communications between HEIs with placements in Devon in relation to concerns involving students, undated		

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Local AEI students FdSc NA apprenticeship x five year one students FdSc NA apprenticeship x five year two students PMU students Masters physiotherapy one x year one Bachelor of science (Honours) (BSc (Hons)) speech and language therapy one x year one BSc (Hons) speech and language therapy two x year three		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation: No FE partners are involved with this programme.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
<p>Review of practice learning environments and meetings with apprentice NA students and practice assessors and clinical practice educators at UHP and Livewell Southwest. We met clinical practice educators and apprentice NA students in both settings. We toured the education facilities including the library in Derriford Hospital. All practice learning environments are suitable for NA students.</p> <p>We met a team leader for Okehampton Medical Centre and NA lead for primary care via remote means.</p>		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list:		
If you stated no to any of the above, please provide the reason and mitigation:		
New education provider so no system regulator reports reviewed.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Angela Hudson Jayne Walters	Date:	16 November 2022
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