

Programme approval visit report

Section one

Programme provider name:	Buckinghamshire New University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Central Surrey Health Frimley Health NHS Foundation Trust Buckinghamshire Healthcare NHS Trust Hillingdon Hospital NHS Foundation Trust Milton Keynes Hospital NHS Foundation Trust Central and NW London NHS Foundation Trust (CNWL) The Royal Brompton and Harefield NHS Foundation Trust Oxford Health NHS Foundation Trust
Programme(s) reviewed:	
<p>Programme: Nursing associate Title of programme: FD (Science) Nursing Associate and Apprenticeship route Programme start date: 10 February 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
Date of approval	15 October 2019
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Mary Rooke

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is an established approved education institution (AEI). The school of nursing and allied health (the school) has submitted documentation to support the approval of a full-time pre-registration nursing associate (NA) programme. The programme is a two-year foundation degree science (FdSc) award with two routes: a NA apprenticeship route (full-time); and, a NA direct entry route (full-time), with eligibility to register as a nursing associate with the Nursing and Midwifery Council (NMC) upon successful completion.

There's effective working relationships between the school and their associated practice learning partners (PLPs) and employers. In all cases a collaborative approach is taken including feedback from students, link lecturers, practice education facilitators (PEFs) and service users. A partnership approach to the development of the programme is evident.

Formal partnerships are in place with employers of apprentices for the proposed NA apprenticeship route including: Buckinghamshire Healthcare NHS Trust; Central Surrey Health; Frimley Health NHS Foundation Trust; Central and North West London NHS Foundation Trust; Hillingdon Hospitals NHS Foundation Trust; Milton Keynes Hospital NHS Foundation Trust; Oxford Health NHS Foundation Trust, and the Royal Brompton and Harefield NHS Foundation Trust.

BNU has worked collaboratively with other AEIs throughout all regions in England in the development of the all England NA practice assessment document (PAD) and ongoing achievement record (OAR).

The BNU in partnership with PLPs confirm any issues which arise from Care Quality Commission (CQC) quality reviews which impact on practice learning environments and are managed through a systematic partnership process. Evidence from educational audits are also used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. The programme team tell us that they are signed up to the CQC alert system and this is monitored by the school's practice learning team. PLPs confirmed that they work collaboratively with BNU to develop action plans to mitigate risks to the student placement learning environment in the event of an adverse CQC reporting.

As part of this approval process BNU learning support facilities and resources at the Uxbridge, High Wycombe and Aylesbury campuses and the Milton Keynes learning hub were visited. We confirmed adequacy of the resources and educational facilities concluding that NA students will receive an equitable learning experience on all BNU campuses.

The Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA) are met at programme level. The Standards for pre-registration nursing associate programmes (SPNAP) are met.

The programme is recommended to the NMC for approval. Two 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 introducing an annual service user co-ordinator led audit of service user feedback to monitor their experiences in the delivery of the programme. (SFNME R1.12, R5.5, R5.14; SPNAP R1.1.1, R1.1.2, R2.11)</p> <p>Recommendation two: Consider continuing the good practice of including and building upon integration of guest/expert speakers in the delivery of the</p>

	programme. (SFNME R2.18; SPNAP R2.7)
Focused areas for future monitoring:	Implementation of the SSSA. Audit of service user experiences in programme delivery. Integration of guest/expert speakers into the programme.

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

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

We found effective working relationships between BNU, employers, PLPs and service users; documentary evidence and discussion at the approval visit confirms their involvement in programme development and delivery. There's a joint approach to recruitment to the programme and management of its delivery. All members of recruitment panels complete equality and diversity training. This was confirmed in discussions during the approval visit.

Documentary evidence and confirmation at the approval visit confirms that there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for supervision and assessment of skills and proficiencies for all NA students. Fitness to practise concerns about a student are effectively managed in partnership between BNU and PLPs. The role of the PEF involves working collaboratively with NA students, practice based staff and the BNU placements tutor to identify appropriate practice learning placements outside of the NA students work base. They monitor the student experience in all practice learning environments. This is recorded on the BNU electronic student management system.

The programme team tell us there are link lecturers, employed by the school who engage with and provide support to practice assessors, practice supervisors and students in practice learning environments. They discuss learning opportunities and the progress of students' in meeting the Standards of proficiency for nursing associates. Documentary evidence also confirms this.

We are assured from documentary evidence and discussion there are effective channels of communication between BNU, PLPs and students. Students provide feedback on modules and practice learning environments. This includes providing feedback directly to the academic assessor and to the PEF. Feedback from students about their practice learning experience is discussed at meetings between the academic assessor, the PEF and the link lecturer.

Students are aware of BNU and PLPs processes for reporting and escalating concerns and the actions taken. They provided examples of investigations in response to their raising of concerns and the feedback they received following the event. Students tell us they are listened to when feeding back on their experiences of teaching and learning in their current Health Education England (HEE) programme. Feedback and changes to the proposed programme have been made in response to their feedback.

BNU and PLPs have a partnership group who has developed a robust strategy for the preparation and development of practice supervisors, practice assessors and academic assessors by the school and PLPs. A record of attendance at practice assessor workshops is kept and shared with BNU, PLPs and employers. PLPs and employers demonstrate a comprehensive understanding of these roles and how

the role and responsibilities will be undertaken. We're told that practice assessors and practice supervisors are released from their workplace to attend workshops for updates and training. The approval panel met with students studying the HEE NA apprenticeship programme. They tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning environments.

Service user representatives tell us they're aware of the service user engagement strategy and service user group developed by the school. The school has a service user coordinator who will implement an action plan to further increase service user involvement in the proposed programme. Service users are involved in the delivery of the HEE NA apprenticeship programme. They do this through face-to-face teaching with students. They participate in role play situations and objective structured clinical examinations (OSCEs) and their perspective of the student's performance is included into the feedback students receive. They tell us they are prepared for their role in contributing to the HEE programme by a BNU based induction and training programme and they have all had equality and diversity training. Service users tell us they are involved in the recruitment process, design, development, delivery, evaluation and co-production of the proposed NA programme. Students and PLPs are represented on the BNU programme boards. These activities and engagement will continue for the proposed programme. The approval panel made a recommendation to the programme team that they consider introducing an annual service user co-ordinator led audit of service user feedback to monitor their experiences in the delivery of the proposed programme. (Recommendation one) (SFNME R1.12, R5.5, R5.14; SPNAP R1.1.1, R1.1.2, R2.11)

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. BNU has an established recognition of prior learning (RPL) policy. Documentary evidence and confirmation at the approval visit, confirm that RPL is used for up to 50 percent of the programme and more than 50 percent for existing registered nurses which meets NMC requirements. Mapping documentation confirms that RPL is capable of being mapped to the SPNAP, NA programme outcomes and the Standards of proficiency for nursing associates.

There is an RPL process in place that details the roles and responsibilities of those involved in the RPL decision making process. Information on RPL is available for prospective students. RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before candidates start the programme. Numeracy, literacy, digital and technological literacy are mapped against the Standards of proficiency for nursing associates and the programme outcomes.

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 (ORA)/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. Applicants to the programme are required to successfully demonstrate the required literacy and numeracy skills during the selection process to gain access to the programme and ensure they have the level of literacy and numeracy to be able to meet the programme outcomes (functional skills level two, or equivalent, in maths and English). Applicants to the programme complete a self-assessment regarding their capability for digital and technological literacy. This enables targeted support to ensure students are able to meet programme outcomes associated with digital and technological literacy for the NA programme.

The module fundamental nursing associate practice includes a medication calculation assessment with a pass mark of 60 percent and the module professional NA practice includes a medication calculation assessment with a pass mark of 100 percent.

Numeracy, literacy, digital and technological literacy are clearly mapped to the Standards of proficiency for programme learning outcomes and module descriptors. The PAD and OAR include the requirements for students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy.

Support for numeracy, literacy, digital and technological literacy is provided throughout the programme. Literacy and numeracy are assessed formatively and summatively. There's evidence of mapping of indicative content that meets the proficiencies and programme outcomes. Formative numeracy assessment takes place in a simulated environment. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR. Students tell us they are well supported in theory and practice learning environments in relation to their development of proficiencies in numeracy, literacy, digital and technological literacy. BNU has extensive academic support services for students who require additional support including the use of the BNU virtual learning environment (VLE) communication technologies which include online numeracy educational packages.

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

The programme team confirm current HEE NA students are at the mid-point in year two of their programme. They will therefore not transfer to the proposed NMC pre-registration nursing associate programme and the SSSA.

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: 23 October 2019

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. The programme documentation shows students have a variety of experiences in diverse settings during theory and practice learning. The programme team, employers and PLPs tell us that students will have a range of practice learning experiences across the lifespan. The module descriptors contain learning outcomes, content and assessments that support students caring for people across the lifespan and in a variety of settings. Documentary evidence confirms the school academic staff have a range of clinical backgrounds to support student learning across the lifespan and diverse settings relevant to the programme. The programme team tell us practice learning experiences for students will be arranged in partnership between employers PLPs and the BNU placement team. They will be recorded on the BNU electronic placement management system. This allows the programme team to oversee the practice experience allocation and ensure students have practice learning experiences across the lifespan and in a variety of settings.

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. The programme specification provides a summary breakdown of theory and practice hours and the FdSc NA degree programme length of two years full-time to achieve a minimum of 2300 programme hours. There's an equal balance between theory and practice learning to allow students to meet the Standards of proficiency for nursing associates. This is detailed in the designated theory contact and non-contact hours in the module descriptors for each module and practice learning allocations. This information is also provided for students in the programme handbook.

There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme.

Students are located in a base practice learning placement. Protected learning hours are achieved by designated protected learning time when students are in their base placement and also during allocation to alternative practice placements, in order to experience practice in a variety of settings across the lifespan. All of the hours spent in alternative practice placements are protected learning time. The achievement of the hours are facilitated by the PEF and practice assessor. The number of hours students spend in practice learning settings, including protected learning hours, is recorded in the PAD by students. Practice supervisors and practice assessors verify the hours. Attendance in theory settings is recorded on classroom registers.

The programme hours spent in theory and practice learning settings for each student is recorded using the BNU electronic student management system and is managed by the academic assessor. Student interruptions to the programme are managed in partnership between BNU, employers and PLPs. Outstanding theory and/or practice learning hours are made up through an individual plan of action agreed by the academic assessor and PEF; the number of hours to be made up are agreed in a specified time frame.

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. Documentary evidence confirms the programme will comprise 50 percent theory and 50 percent practice learning; information on how this is achieved is included in the programme handbook. There's evidence that a range of teaching and learning strategies will be used in the programme including: key note lectures, formative assessment of numeracy by simulation using online learning tools, directed study, feedback on draft work, simulated practice scenarios using service users and actors from a drama school, simulated clinical activities with the use of modern simulation equipment that is available on all campus sites and expert guest speakers. The approval panel recommend that the programme team consider continuing the good practice of including and building upon integration of guest/expert speakers in the delivery of the programme. (Recommendation two) (SFNME R2.18; SPNAP R2.7)

Module descriptors and the programme handbook provide details of aims, learning outcomes, module content, teaching, learning and assessment strategies. This includes content specific to the knowledge and skills appropriate for the role of the NA within multi-professional, multi-agency practice. Students tell us they are well supported in the application of theory to practice learning. Students are prepared for the use of the PAD during a school based induction period. The PAD is monitored through practice related modules. For 60 percent of the programme the student is in a base practice placement, 20 percent of the student's time is spent in an alternative practice placement and 20 percent of the programme is spent in academic study time at BNU. This is detailed on an hourly basis for both routes in the programme specification.

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: 23 October 2019

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. Documentary evidence indicates that BNU in partnership with employers and PLPs, has procedures in place to ensure students meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings. Discussion with practice supervisors, practice assessors, academic assessors, link lecturers

and PEFs at the approval visit confirms they have a clear understanding of their roles. The roles are clearly defined and include role distinction and the ways in which they work in partnership to ensure consistent decision making in relation to assessment and student progression ensuring the NMC requirements for protected learning time and supernumerary status are met. There's documentary evidence of ways they will support student learning and development in practice learning settings. The programme team tell us about the ways practice supervisors, practice assessors, academic assessors and PEFs attend group meetings and collaborate to ensure there are practice learning opportunities for students to engage with a diverse range of people, across the life span.

The PAD sets out the expectations for student learning in practice learning environments. The PAD gives practice learning guidance to students and their practice supervisors and practice assessor. It contains practice assessment information and practice learning assessment criteria mapped to the Standards of proficiency for nursing associates. Documentary evidence and the approval process confirm there are sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for nursing associates and deliver safe and effective care.

Academic assessor and practice assessor responsibilities are well-defined in programme documentation. They are required to make objective decisions about student progression and assessment and work collaboratively. There's a policy for reporting and escalating concerns. Students we met tell us they know how to follow the BNU and employer's policy and processes for reporting and escalating concerns. Fitness to practise concerns about a student are managed in partnership between the school, employers and PLPs and these are jointly investigated. This was confirmed by BNU, employers and PLPs at the approval event. 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 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. The documentary evidence and finding from the approval process confirm there are systems in place to assess, monitor and evaluate the quality of the practice learning environment and student experiences.

The programme team, employers and PLPs tell us there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide assessment, monitoring and evaluation of students in practice. We found all students will have a variety of practice learning experiences

enabling them to meet the holistic needs of people in all ages. PLPs confirm that PEFs will support student learning across the full range of practice learning experiences to meet these holistic needs.

We found an appropriate process is in place to demonstrate how practice learning is assessed. The learning outcomes are mapped to the Standards of proficiency for nursing associates. There is opportunity for students to self-evaluate and reflect on their practice learning experiences and record this in their PAD. There is an internal moderation process to review the PADs. This process involves academic staff, PLPs and the external examiner.

There is a robust educational audit process that is implemented in partnership with BNU and PLPs that considers the suitability of each practice learning environment. Actions are taken to ensure effective practice learning experiences and enhancements are made when needed. Actions plans are implemented and monitored by the school and PLP partnership group.

Students we met confirmed they evaluate each practice learning experience and changes have been made in response to their evaluations.

BNU in partnership with employers and PLPs confirm any issues which arise from CQC quality reviews which impact on the practice learning environment are managed through a systematic partnership process. BNU is signed up to the CQC alert system. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students, practice assessors and PEFs. Evidence from educational audits are also used to determine suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to CQC reports, if required, and report to the NMC in the annual self-assessment report and through exceptional reporting.

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. The programme team, students and service users we met tell us about simulation-based learning and simulation facilities available to students which will be used in the NA programme. Simulated learning is included in module teaching and learning strategies and is part of a formative learning process and a summative assessment process. The programme team and students tell us about the range of technologically advanced, hi-fidelity manikins used to support student learning and about the use of simulated ward experiences using academic staff and service users as actors. Students receive feedback from the actors following these simulated events. There's an established VLE which provides students with an online platform to support their learning which includes educational resources,

activities and assessments linked to each of the modules in the programme. Students tell us that technology enhanced learning is available to them in practice learning settings and this is effective in supporting their learning including the use of digital patient care planning systems. Students confirm they are prepared for the use of these technologies during programme induction, theory-based learning and induction periods prior to practice learning.

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. 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. BNU has extensive support services available to meet individual student learning needs and this is available on all campuses. There's an equality and diversity policy that includes legislative requirements which is applied to the NA programme. This allows for reasonable adjustments for students with disabilities. The programme team employers and PLPs confirm they take a collaborative approach to making reasonable adjustments. Reasonable adjustments for students are identified by PLPs through their occupational health departments and by BNU through the student support service. The programme team tell us they advocate for the students, if needed, considering each case on an individual basis. The students tell us they are aware that reasonable adjustments can be made if needed; they know about the policy and procedures to be followed. One student provided an example of how reasonable adjustments are made in response to their disability.

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. There's evidence that students on the apprenticeship route will have

protected learning time through option B. Protected learning time is given when students are in their base placement and also during allocation to alternative practice placements, in order to experience practice in a variety of settings across the lifespan. NA apprentice students will also be released for a minimum of 20 percent of the programme for academic study.

Students on the direct entry route will be supernumerary. PLPs and employers tell us that protected learning time and supernumerary status was discussed at programme development consultation events; they confirm arrangements are in place to support protected learning or supernumerary status for students on the pre-registration NA programme.

Evidence is provided by signed commitment statements and service agreements. The commitment statements and practice learning agreements between BNU, employers and PLPs include guarantees that the requirements for protected learning time and supernumerary status will be met and include details of the monitoring and recording of protected learning time for NA apprentice students will be at 12 weekly tripartite review meetings with students, BNU and PLPs. Supernumerary status will also be closely monitored by PEFs and the practice assessor. Protected learning time and supernumerary hours are recorded on the BNU electronic placement management system and monitored by the academic assessor. Students wear distinctive colour uniforms and badges to identify them as nursing associate students.

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: 23 October 2019

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. We found there is effective partnership working between BNU, employers and PLPs including consultations and programme planning events. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. Students are supported throughout their programme by a BNU personal tutor. The programme handbook provides students with details of support, supervision and assessment in academic and practice learning environments.

BNU, employers and PLPs adopt a collaborative approach to governance of the programme. There's a clear strategy for completing educational audits of practice learning environments in partnership with BNU and PLPs. Educational audit documentation uses consistent and objective criteria for the approval of practice learning environments. The educational audit process identifies the availability of suitably qualified practice supervisors and practice assessors in each of the practice learning environments. We found BNU and PLPs are rolling out an implementation plan, working jointly to prepare practice supervisors and practice assessors for their roles in supporting, supervising and assessing practice learning. Student progress is monitored at 12 weekly tripartite review meetings with students, BNU and PLPs. Students tell us changes to the programme and the modules have been made as a result of their evaluation and feedback to academic assessors, practice assessors, module leaders and the programme leader. Students tell us they know how to raise concerns or complaints. We found

academic staff across all of the campuses are experienced in programme delivery and in supporting students and teaching, learning and assessment and have relevant clinical backgrounds. Academic staff, practice-based staff and service users involved in the programme have all received up to date training in equality and diversity.

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. Documentary evidence and discussion at the approval visit confirms there is extensive consultation and collaboration between BNU and PLPs to meet the SSSA. There's a structured plan in place to implement the SSSA for the programme. Information about the SSSA is clear in programme and practice learning guide attached to the PAD. The role of the PEF in providing support for students in practice and their practice supervisors and practice assessors is clearly defined in the programme specification, programme handbook and the PAD. Practice assessors and practice supervisors we met understand their role and the role preparation process. Practice assessors and practice supervisors confirmed that they are currently being prepared for their role in supporting and assessing students on the proposed NA programme by recorded attendance at preparation workshops managed jointly by BNU and PLPs.

Practice supervisors and practice assessors are identified jointly by PLPs and PEFs. There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals, all current nurse mentors and sign off mentors will be identified to take on the role of practice assessor for the proposed NA programme and new practice assessors will attend workshops run jointly between BNU and PLPs.

We found that academic assessors are being prepared for their role. BNU has a staff development policy which supports the continued professional development of academic staff including for academic assessor role.

The all England NAPAD is a record of student learning, assessment and progress throughout the programme. The PAD provides practice learning guidance and assessment requirements which maps to the Standards of proficiency for nursing associates. Introductory guidance in the PAD details the responsibilities of the practice supervisor and practice assessor. Practice assessors record their decisions on the assessment of student progress and proficiency. The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The PAD provides templates for students to record and reflect on any inter-professional learning

undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. Students tell us they evaluate each practice learning experience and changes have been made in response to their evaluations.

There is a process for the assessment of practice learning. The module leader for modules that include the PAD as part of the module assessment marks the PADs. The PADs are reviewed by a moderation process which involves academic staff, PLPs and the external examiner.

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. We found there's a learning and teaching strategy which includes details of formative and summative assessment methods. A range of formative and summative assessment strategies are detailed in the module descriptors. Students tell us that they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessments inform the summative assessment process. PLPs tell us they have a good understanding of the practice assessment process and their role in implementing the PAD. Students are required to receive feedback from service users during their practice learning placements. The PAD contains a patient/service user/carer feedback form and this is used as one of a range of ways for students to receive feedback from service users whose care they have participated in. Students also receive service user verbal feedback which is recorded by the student in their written reflections and by the practice assessor on the feedback forms included in the PAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the PAD.

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. There are detailed documents which map modules, standards of proficiency and academic and practice learning outcomes. A mapping document is provided to demonstrate the Standards of proficiency for nursing associates in the PAD and OAR.

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: 23 October 2019

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 fall back award with 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

Outcome

Is the standard met?

Met

Date: 23 October 2019

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 (ORA)	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:	

BNU annual self declaration of good health and good character, undated
 Commitment statements for all employers and PLPs, 2019
 BNU academic assessment regulations, undated
 BNU admissions policy and process, undated
 BNU equality, diversity and inclusion policy, 2018
 BNU policy on reasonable adjustments for disabled students, September 2014
 External reviewer report, 2018
 Interview questions list, undated
 Placement mapping example, 2019
 Literacy marking scheme, undated
 Minutes of BNU and PLPs curriculum development group, 2019
 Numeracy guidance notes, undated
 Snapshot example of preparation for use of digital technology, 2019
 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	No
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Six x year two HEE nursing associate programme students.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
FE college senior managers are not relevant to this programme.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	Yes

If yes, state where visited/findings:

Areas visited during the approval visit included:

BNU Uxbridge Campus, BNU High Wycombe Campus, BNU Aylesbury Campus, BNU Milton Keynes academic centre, learning hub.

All campuses and the learning hub have comparable facilities, including sufficient teaching and classroom space to ensure an equitable experience for students on the programme. Timetabling across all sites is centrally managed between BNU registry and the programme leader.

BNU ensures that academic staff rotate through all campuses. Students based at any site can contact module leaders and personal tutors by phone or email for help and advice.

Each campus has well-equipped simulation suites sufficient to support the expected number of students and there are facilities to stream activities across all sites. A team of centrally managed technicians rotate across all sites. There are clinical skills practice facilities on each site with either booking facilities or open access. There are staffed library facilities at Uxbridge and High Wycombe and these are available to all BNU students by personal visit, phone and email. To assist students the library operates a delivery/collection service between campuses. All module reading lists are available as Ebooks for students to access.

Student wellbeing and engagement officers rotate across each site providing a one-stop shop for course information, help and advice. In addition, a cross campus, all or no faith, chaplaincy team provide weekly visits to each site

System regulator reports reviewed for practice learning partners	Yes
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System Regulator Reports List

System regulator reports reviewed include:

CQC report Buckinghamshire Healthcare NHS Trust, 18 June 2019

CQC report Central Surrey Health, 30 June 2017

CQC report Frimley Health NHS Foundation Trust, 13 March 2019

CQC Central and North West London NHS Foundation Trust, 4 June 2019

CQC report Hillingdon Hospital NHS Foundation Trust, 24 July 2018

CQC report Milton Keynes Hospital NHS Foundation Trust, 30 July 2019

CQC report Oxford Health NHS Foundation Trust, 30 August 2018

CQC report The Royal Brompton and Harefield NHS Foundation Trust, 22 February 2019

If you stated no to any of the above, please provide the reason and mitigation

Additional comments:

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Issue record

Final Report

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