

Programme approval visit report

Section one

Programme provider name:	Oxford Brookes University		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Great Western Hospitals NHS Foundation Trust, Great Western Hospital Wiltshire Health and Care, Wiltshire Health & Care (Wards & MIUs) - Savernake Hospital Oxford University Hospitals NHS Foundation Trust, Horton Hospital Private, voluntary and independent health care providers		
Programme reviewed:	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>		
Title of programme:	FdSc Nursing Associate FdSc Nursing Associate (apprenticeship)		
Date of approval visit:	2 July 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>1 September 2019</td> </tr> <tr> <td>1 September 2019</td> </tr> </table>	1 September 2019	1 September 2019
1 September 2019			
1 September 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: Lesley Saunders Lay Visitor: Elizabeth Hellier		

Section two

Summary of review and findings

Oxford Brookes university (OBU) has presented pre-registration nursing associate programme documentation for the approval of a full-time two-year undergraduate foundation degree (FdSc nursing associate) with registration with the Nursing and Midwifery Council (NMC) and a full-time two-year higher apprenticeship nursing associate (FdSc nursing associate (apprenticeship)) (HANA) NMC 2018, incorporating an award of FdSc nursing associate with registration NMC registration.

For the apprenticeship route the employer practice learning partners (PLPs) are Great Western hospitals NHS Foundation Trust, Great Western hospital, Wiltshire health and care (wards and minor injuries units), Savernake hospital, Chippenham hospital, Trowbridge Community hospital, Helen house, Oxford university hospitals NHS Foundation Trust, Horton hospital, Nuffield orthopaedic centre and John Radcliffe hospital.

Programme documentation confirms evidence of effective partnership working between OBU and key stakeholders. The programme is developed in consultation with PLPs, students and service users and carers (SUC).

Information provided in the programme documentation is of good quality and both routes are comprehensively described. The programme demonstrates currency and innovation. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level. Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to three specific conditions. The university made one condition. Visitors made one recommendation and the university made one recommendation.

Updated 5 August 2019

Evidence is provided for the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
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<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: OBU must provide an implementation plan to address how SUC will be involved, and invited to participate, in student interviews. (SFNME R2.7)</p> <p>Condition two: OBU must provide an implementation plan to describe how SUC will be involved in the design, development, delivery evaluation and co-production of the programme. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition three: OBU must clearly specify in documentation the expected policy and practice with regard to protected learning time for students on the higher apprenticeship nursing associate route. (SFNME R3.7; Standards for pre-registration nursing associate programmes (SPRNAP) R 2.6 R2.7 R3.5)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: OBU must correct typographical and grammatical errors in all programme documentation. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>13 August 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Enhance staff resources to ensure the embedding of learning disabilities expertise in the programme team. (SFNME R5.5; SPRNAP R2.4)</p> <p>Recommendation two: Edit programme documentation to ensure consistency of terminology throughout. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>SUC involvement in student selection.</p>

	<p>SUC engagement in the programme across all fields of nursing practice.</p> <p>Nursing associate students, on the work-placed learning route are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements.</p>
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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

OBU has provided a detailed service user strategy for student recruitment, curriculum design, delivery and review. This details an implementation plan to engage service users in the recruitment of students and for service users to complete an online recruitment training package.

OBU has provided a detailed service user strategy for student recruitment and curriculum design, delivery and review. This details an implementation plan for SUC inclusion for the programme. SUC will be invited to a retrospective review of module performance, involving student feedback. Any actions will be overseen by SUC and subsequent curriculum changes will involve SUC input.

OBU has provided an updated PAD stating they will work in partnership with local employers in the NHS and private and voluntary employers (PVI) to ensure students on the apprenticeship route are assured protected learning time. Completed protected learning hours will be recorded in the PAD by students which will be submitted to the placement module leader each semester.

All typographical and grammatical errors in programme documents are corrected.

The conditions are met.

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:	5 August 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p>Standard 3: Student empowerment:</p>

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 strong evidence of effective partnerships at all levels between OBU, PLPs, SUC and students. There is evidence of a strong collaborative process in the development of the new programme.

PLPs describe OBU as a proactive organisation that engages fully with them for the development of the new programme. PLPs are engaged with the programme and self-identify as the 'programme team.' Programme documentation and the approval process demonstrates effective partnership arrangements for maintaining the learning environment and for effective support of practice supervisors and practice assessors.

SUC tell us relationships with, and support from, the programme team are positive. Their activities are valued by students and the academic team. SUC report being involved in student recruitment (via patient stories and observation of group discussions) across the range of nursing programmes but this is not consistently applied to the pre-registration nursing associate programme. (Condition one) (SFNME R2.7) Equality and diversity training is available for those service users who are engaged in selection and recruitment (via an open Moodle resource to support stakeholders involved in recruitment). SUC have commented on the development of the pre-registration nursing associate program and are to be included in the programme development team going forward. This will enable them to contribute to the design, development, delivery, evaluation and co-production of the programme. SUC involvement in assessment is currently via testimony in practice assessment documentation (PAD). (Condition two) (SFNME R1.12)

Students are positive about their programme and support from OBU. Students who are about to complete their first year of the current health education England (HEE) pre-registration nursing associate programme will be transferred directly

onto the second year of the new programme. They tell us they are well prepared for this and anticipate a smooth transfer to the new programme.

The faculty have an inter-professional learning strategy (IPL). Much IPL takes place through collaborative practice in the practice learning environment. Students are required to record their experiences with other professionals in the PAD. There is contribution to teaching on the programme from different health care professions.

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](#) and,

MET **NOT MET**

SUC are not present at interviews. Relevant stakeholder groups must be engaged in partnership for student recruitment and selection. (Condition one) (SFNME R2.7)

SUC are not completely involved in the design, development, delivery, evaluation and co-production of the programme. (Condition two) (SFNME R1.2)

Please provide any narrative for any exceptions

Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

SUC are not present at interviews. Relevant stakeholder groups must be engaged in partnership for student recruitment and selection.

Condition one: OBU must provide an implementation plan to address how SUC will be involved, and invited to participate, in student interviews. (SFNME R2.7)

SUC are not completely involved in the design, development, delivery evaluation and co-production of the programme.

Condition two: OBU must provide an implementation plan to describe how SUC will be involved in the design, development, delivery evaluation and co-production of the programme. (SFNME R1.12)

Post Event Review

Identify how the condition(s) is met:

Condition one:

OBU has provided a detailed service user strategy for student recruitment and curriculum design, delivery and review. This details an implementation plan to engage service users in the recruitment of students, including service users to complete an online recruitment training package.

Evidence;

Service user strategy for student recruitment and curriculum design, delivery and review nursing associate programme (undated)

Condition one is met.

Condition two:

OBU has provided a detailed service user strategy for student recruitment and curriculum design, delivery and review. This details an implementation plan to include SUC to the programme subject committee and annual review. SUC will be invited to a retrospective review of module performance, involving student feedback. Any actions will be overseen by SUC and subsequent curriculum changes will involve SUC input.

Evidence;

Service user strategy for student recruitment and curriculum design, delivery and review nursing associate programme (undated).

Condition two is met.

Date condition(s) met: 5 August 2019

Revised outcome after condition(s) met:

MET

NOT MET

Standard is 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).

Findings against the standard and requirements

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R1.5 is met. Programme documentation and the approval process confirm recognition of prior learning processes (RPL) are mapped to Standards of proficiency for nursing associates. Up to a maximum of 50 percent of RPL for experiential and certificated learning can be accredited. Guidance is provided to candidates to complete the RPL claim and all RPL claims are seen by an external examiner. There is a variance to regulations permitting RPL of more than 50 percent for NMC registered nurses without restrictions on their practice.

- 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. Programme documentation and the approval process confirm criteria for admission to the pre-registration nursing associate programme meet NMC numeracy and literacy requirements, and digital and technological literacy. Both the ongoing record of achievement (ORA) and the practice assessment document (PAD) are linked to the NMC competency outcomes. Students and PLPs tell us there is support from the programme team and in practice, for the ongoing development of these skills. The ability of candidates to speak English is assessed at entry through established diagnostic testing. Additional support resources are evidenced in the programme handbook. Programme documentation maps both practice experiences and module learning outcomes, to NMC proficiencies.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards for pre-registration nursing associate programmes](#) and [Standards of proficiency for nursing associate](#) will be met through the transfer of existing students onto the proposed programme.

- 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 **NOT MET**

Programme documentation and the approval process confirm first year students on the current HEE programme will transfer to the new pre-registration nursing associate programme in September 2019. OBU have mapped current programme learning outcomes and proficiencies to the Standards for pre-registration nursing associate programmes. Students transferring to the new programme will use the same PAD as those starting on the new programme and will transfer to the SSSA. The PAD reflects this transfer. First year students on the current pre-registration nursing associate programme tell us they are well supported and are being prepared by the programme team to transfer and look forward to engaging with the new programme. Students in year two of the existing pre-registration nursing associate programme are not transferring to the new programme or the SSSA. PLPs say they are supported by OBU to manage two different PADs and processes for student supervision and assessment.

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: 2 July 2019

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
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping has been undertaken to show how the curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.3)
YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)
MET NOT MET

R2.4 is met. Documentation and the approval process confirm the design and delivery of the programme will support students in both theory and practice to experience a non-field specific pre-registration nursing associate programme. There is evidence in each of the modules that programme design illustrates a breadth of nursing contexts from across the lifespan. The breadth of nursing context will be enhanced with additional input from learning disabilities academic expertise. (Recommendation one) (SFNME R5.5; SPRNAP R2.4). PLPs and students confirm PLPs monitor students' practice learning to ensure they experience a variety of settings and across the lifespan.

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

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

YES 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 not met. Programme documentation confirms the programme meets NMC requirements on programme hours and programme length. Programme learning is sufficient to allow students to meet the Standards of proficiency for nursing associates. Students and PLPs confirm practice experiences are sufficient to meet the proficiencies. Practice placement allocation for students on the apprenticeship route is controlled and monitored by the employing PLP and the programme team. However, it is unclear how protected learning time is assured for students undertaking the apprenticeship route (option B). The programme team, PLPs and students are unable to confirm students will be released for a minimum of 20 percent of programme hours for protected learning time in external practice placements. This must be addressed. (Condition three) (SFNME R3.7; SPRNAP R2.6, R2.7, R3.5) The placement allocation model used for direct entry students is a hub and spoke model. Theory and practice hours are monitored and recorded in the PAD by students and verified by practice supervisors and the programme team. Students are required to submit learning logs to the programme team for retrieval of unmet theory hours.

- 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 not met. Programme documentation and the approval visit demonstrates an equal balance of theory and practice learning which is detailed in the designated hours of the module descriptors and practice learning allocations. Module aims, descriptors and learning outcomes are specified in student facing documentation. The minimum programme hours are identified. However, it is

unclear how protected learning time is assured for students undertaking the apprenticeship route (option B). The programme team, PLPs and students are unable to confirm that students will be released for a minimum of 20 percent of the programme hours, which is assured protected learning time in external practice placements, to enable them to develop the breadth of experience required for a generic role. This must be addressed. (Condition three) (SFNME R3.7; SPRNAP R2.6, R2.7 R3.5) The programme team and students describe a range of learning and teaching strategies including simulation-based learning in a practical classroom. This includes simulation of clients with a deteriorating condition or an emergency situation. This can involve peer teaching and learning. Scenario-based learning, critical reflection and use of research and evidence-based theory is used. The programme planner demonstrates the practice allocation model adequately delivers variety in practice placement experience.

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

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

YES NO

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

YES NO

Stakeholders cannot confirm students will be released for a minimum of 20 percent of programme hours for protected learning time in external practice placements. This must be addressed. (Condition three) (SFNME R3.7; SPRNAP R2.6 R 2.7 R3.5)

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

Stakeholders cannot confirm students will be released for a minimum of 20 percent of programme hours for protected learning time in external practice placements. This must be addressed.

Condition three: OBU must clearly specify in documentation the expected policy and practice with regard to protected learning time for students on the higher apprenticeship nursing associate route. (SFNME R3.7; SPRNAP R2.6 R2.7 R3.5)

Date: 2 July 2019

Post event review

Identify how the condition(s) is met:

Condition three:

OBU has provided an updated PAD and apprenticeship foundation degree nursing associate programme handbook stating they will work in partnership with local employers in the NHS and private and voluntary employers (PVI) to ensure students on the apprenticeship route are assured protected learning time as stipulated by the NMC.

Completed protected learning hours will be recorded in the PAD by the student which will be submitted to the placement module leader each semester. Student facing documentation has been updated to reflect this.

Evidence;

England nursing associate practice assessment document (PAD two), September 2019.

Apprenticeship foundation degree nursing associate programme handbook, September 2019.

Condition three is met.

Date condition(s) met: 5 August 2019

Revised outcome after condition(s) met:

MET

NOT MET

Standard is 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 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

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

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. We found practice learning opportunities are fully outlined in programme documentation and indicate they allow students to meet the Standards of proficiency for nursing associates across a diverse range of contexts and across the lifespan. The practice allocation model provides opportunities for students to care for people across range of contexts and PLPs confirm they monitor student achievement across context and lifespan. Students and PLPs confirm they have a range and variety of practice learning environments and enough experience of practice across the lifespan to deliver safe and effective care. Documentation shows signed practice learning agreements with PLPs. Meetings take place between OBU and PLPs to ensure adequate practice placement capacity. OBU have a fitness to practice policy and process and collaborate with employers in the case of students' subject to fitness to practice processes and undertaking the apprenticeship route.

- 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. Programme documentation and the approval process outline initiatives which ensure students experience a variety of practice learning environments which are of appropriate quality. Students on the direct entry route follow a hub and spoke model. Students on the apprenticeship route are allocated to the employing PLP and we are assured this will allow for a variety of practice learning experiences by adopting a 'hub and spoke' approach to practice placement allocation within the employer PLP. We found practice learning experiences will prepare students to meet the holistic needs of people of all ages. Students are encouraged to use protected learning time to arrange experiences in other fields of practice, even if this requires a practice placement outside of the employing trust. Students tell us they are supported in this and have sufficient experience to be able to provide holistic care. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. There is a joint responsibility between OBU and PLPs for auditing practice placements. Audits are carried out every two years and OBU has the authority to suspend or remove a practice learning area. PLPs tell us they understand the role of the practice supervisor, practice assessor and the academic assessor. OBU has a practice placement agreement with PLPs. Any issues raised are investigated and appropriately dealt with through a practice placement concern process. Practice placement concerns regarding students on the apprenticeship route are dealt with in collaboration with the employing PLP.

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

MET **NOT MET**

R3.3 is met. Programme documentation and the approval process confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme uses the virtual learning environment Moodle, which includes e-learning packages to complement face-to-face teaching and learning. The programme development team showed us their clinical skills training suites. All suites can video record learning activities and provide technology enhanced feedback to students. Students have access to a 'virtual families' resource to support development of essential care needs. The PAD incorporates an e-medicines package which includes formative assessment.

- 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. Programme documentation shows processes are in place to take account of student's individual needs and personal circumstances and when allocating their practice learning. Reasonable adjustments are made for students with disabilities at the beginning of the programme, and reasonable adjustments are made for students who are diagnosed with disabilities during the programme. Students on the apprenticeship route confirm carer responsibilities can be taken into account when allocating external practice placement learning. OBU liaises with PLPs to ensure reasonable adjustments and student's individual needs are taken into account. Student facing documentation confirms support services are in place for diagnosis of disabilities and for appropriate academic support.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

MET **NOT MET**

R3.5 is not met. We found students on the apprenticeship route and on the direct entry route will be released for a minimum of 20 percent of the programme for academic study. However, it is unclear how protected learning time is assured for students undertaking the apprenticeship route (option B). The programme team, PLPs and students are unable to confirm students will be released for a minimum of 20 percent of the programme hours for protected learning time in external practice placements. This must be addressed. (Condition three) (SFNME R3.7; SPRNAP R 2.6 R 2.7 R3.5) The programme team confirm direct entry students are supernumerary when learning in practice for the entirety of the programme (option A). Students and PLPs confirm students on both routes are supernumerary on external practice placements.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

YES NO

Stakeholders cannot confirm students will be released for a minimum of 20 percent of programme hours for protected learning time in external practice placements. This must be addressed. (Condition three) (SFNME R3.7; SPRNAP R2.6, R2.7, R3.5)

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

Stakeholders cannot confirm students will be released for a minimum of 20 percent of programme hours for protected learning time in external practice placements. This must be addressed.

Condition three: OBU must clearly specify in documentation the expected policy and practice with regard to protected learning time for students on the higher apprenticeship nursing associate route. (SFNME R3.7; SPRNAP R2.6 R2.7 R3.5)

Date: 2 July 2019

Post event review

Identify how the condition(s) is met:

Condition three:

OBU has provided an updated PAD and apprenticeship foundation degree nursing associate programme handbook stating they will work in partnership with local employers in the NHS and private and voluntary employers (PVI) to ensure students on the apprenticeship route are assured protected learning time as stipulated by the NMC.

Completed protected learning hours will be recorded in the PAD by the student which will be submitted to the placement module leader each semester. Student facing documentation has been updated to reflect this.

Evidence;

England nursing associate practice assessment document (PAD two), September 2019.

Apprenticeship foundation degree nursing associate programme handbook, September 2019.

Condition three is met.

Date condition(s) met: 5 August 2019

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

Standard is met.

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation and the approval process confirm OBU and PLPs have developed and agreed guidelines on how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. The PAD shows evidence of accountability and partnership between PLPs and OBU for student learning and assessment. The faculty standards implementation group is attended by programme and PLP representatives and provides a forum to review the efficacy of PLP preparation arrangements. This forum monitors and supervises compliance with the Standards framework for nursing and midwifery education. Students confirm support for practice learning and skills identified in the Standards of proficiency.

- 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 roles of the practice supervisor and practice assessor are outlined in programme documentation. PLPs tell us they understand role requirements to meet the SSSA. The programme team tell us PLPs will identify staff who have the appropriate skills to become practice supervisors and practice assessors and there will be joint responsibility to prepare people for these roles. Students tell us they understand the changes and new roles for practice supervision and assessment. OBU hold regular 'supervisor and manager' workshops and PLPs tell us these sessions inform on transition arrangements from mentor to practice supervisor and practice assessor. They are prepared for transition and to support pre-registration nursing associates. OBU have identified academic assessors for the programme and documentation shows a different academic assessor will be allocated for each part of the programme. Student facing documentation confirms this. Academic assessors will have timetabled sessions to meet with students, practice assessors and practice supervisors.

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. Documentary evidence and discussion at the approval visit demonstrates there are processes in place to provide students with formative and summative feedback throughout the programme to support their development. Programme documents outline the formative and summative assessment strategy. External examiners sample, review and report on assessment for both theory and practice. SUC give feedback as testimonies in the PAD. Students tell us feedback is timely and helpful to their development.

- 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. Documentation and the approval process confirm comprehensive mapping documents demonstrating how students can meet the Standards of proficiency for nursing associates and the programme outcomes. PLPs and OBU work together to meet the Standards of proficiency for nursing associates. PLPs and the programme team are working together to address training needs of practice supervisors and practice assessors to support students to achieve 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**

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

YES **NO**

There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

YES **NO**

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 2 July 2019

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.

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

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES NO N/A

There is no fall back award conferring eligibility to register with the NMC as a nursing associate.

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: 2 July 2019

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<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)	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Programme team presentation to the approval panel, 2 July 2019.</p> <p>NMC register check for programme leaders and external examiners.</p> <p>Meeting notes of PLP involvement in programme development, 2018-2019.</p> <p>Post visit evidence</p> <p>Service user strategy for student recruitment and curriculum design, delivery and review nursing associate programme (undated).</p> <p>England nursing associate practice assessment document (PAD 2) (September 2019).</p> <p>Apprenticeship foundation degree nursing associate programme handbook (September 2019)</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<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: Four x year one HEE nursing associate programme Five x year two HEE nursing associate programme		
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		
Additional comments:		

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, state where visited/findings:

System regulator reports reviewed for practice learning partners



System regulator reports list:

CQC report for Berkshire healthcare NHS foundation trust, October 2018.

CQC report for Great western hospitals NHS foundation trust, December 2018.

CQC report for Hunderford surgery, November 2018.

John Masefield care home with nursing physical disabilities, July 2018.

John Radcliffe hospital, March 2018.

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

Not required an established AEI.

Additional comments:

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Issue record

Final Report

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