

Programme approval visit report

Section one

Programme provider name:	Staffordshire University		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	North Staffordshire Combined Healthcare NHS Trust Midlands Partnership NHS Foundation Trust Shropshire Community Health NHS Trust Shrewsbury and Telford Hospital NHS Trust Robert Jones & Agnes Hunt Orthopaedic Hospital NHS Foundation Trust.		
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>		
Title of programme:	FdSc Nursing Associate		
Date of approval visit:	24 June 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>16 September 2019</td> </tr> </table>	N/A	16 September 2019
N/A			
16 September 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: Grahame Smith Lay Visitor: Terence Williams		

Section two

Summary of review and findings

The school of health and social care at Staffordshire University (SU) provided programme documentation for the approval of a pre-registration nursing associate programme. Programme design makes clear the delivery of the programme is through a two-year full-time work-based apprenticeship route. The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing associate programmes (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018) are detailed and mapped within the programme.

The programme uses a spiral curriculum with module content delivered through a variety of teaching and learning strategies, which includes face-to-face and online delivery. Interprofessional and multi-professional learning are key themes of the programme. Simulation-based learning is used throughout the programme to prepare students for practice. This approach is supported by practice learning partners (PLPs) and service users and carers (SUCs).

The programme is developed in partnership through a consortium approach with the following employers; University Hospitals North Midlands NHS Trust, Midlands Partnership NHS Trust, North Staffordshire Combined NHS Trust, Douglas MacMillan hospice, Shrewsbury Telford hospitals, St Giles Hospice, John Munroe Hospital, Donna Louise Hospice, Spring Bank Nursing Home, and Shropshire Community Health NHS Trust.

Stakeholders agree to adopt the England nursing associate practice assessment document (ENAPAD). To support the implementation of the ENAPAD there's a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors.

Documentary evidence and discussion at the approval event demonstrates the approved education institution (AEI) in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA).

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

Updated 2 August 2019:

Evidence is provided to meet the university condition. The condition is met.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<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>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team as indicated by the approval panel chair must make the amendments to the programme specification, the apprenticeship and course, the approval support document, and the module descriptors. (University condition)</p>
Date condition(s) to be met:	19 July 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: To monitor the learning disabilities teaching resources to ensure it continues to be sufficient for the delivery of the programme. (SFNME R2.14; SPRNAP R2.4)</p> <p>Recommendation two: Look to extend the involvement of service users and carers within the interview and selection process. (University recommendation)</p>
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
The programme team have provided documentary evidence of amendments to programme documents, module descriptors, programme handbooks and student facing documentation. The university condition is now 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:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	5 August 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)</p> <p><i>Standards of proficiency for nursing associates</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (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><i>Standards framework for nursing and midwifery education</i> (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 <i>Standards for student supervision and assessment</i></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>

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.

There is evidence the AEI is committed to robust partnership working with all stakeholders including; students, service users and carers and PLPs in the development, delivery and evaluation of the programme at strategic and operational levels. It is clear during the development phase of the programme the AEI listened to the voices of all stakeholders through a series of co-production workshops. Students tell us they have attended programme planning meetings, reviewed modules and have given feedback. This has informed the development of the programme. SUCs confirm they're involved in curriculum planning including planning meetings for the new programme. They feel they experience genuine consultation where they are listened to and give an example of an implemented suggestion in the new programme. There's a comprehensive SUC strategy. There's commitment from the programme team for SUC involvement in recruitment, delivery, assessment, simulation and curriculum development. SUCs tell us they're valued and supported. The newly appointed SUC coordinator will promote further developments and opportunities for participation of SUCs in all aspects of the programme.

The AEI and PLPs confirm the adoption of the ENAPAD is a joint decision. The AEI, working in partnership with PLPs, ensure there's a range of practice learning opportunities in place for students to meet the diverse needs of people across the lifespan. These opportunities are monitored and routinely evaluated. Interprofessional learning is a core component of the programme's delivery in both theory and practice learning. Mechanisms are in place in theory and practice learning for stakeholders to provide robust timely feedback to students, which promotes their reflective learning. Quality enhancement processes ensure evaluation and feedback is robust, recorded, and addresses issues raised. Students tell us of excellent support received from both academic staff and PLPs.

All stakeholders contribute to the delivery of the programme, specifically teaching and assessment.

The university is a member of the regional Midlands, Yorkshire and east regional practice learning group and is working collaboratively towards implementing Standards for student supervision and assessment (NMC, 2018) in September 2019. The AEI, in partnership with PLPs, ensure oversight for practice supervision and assessment is in place and practice learning adheres to the Standards for student supervision and assessment (NMC, 2018). Robust communication processes are in place to ensure joint agreement on the competence of students as they progress through the programme. These processes include providing practice supervisors with sufficient opportunities to engage with practice assessors and academic assessors. The AEI and PLPs have established processes to enable them to respond quickly to any concerns if standards of care and/or students' practice learning is at risk. Quality enhancement processes ensure evaluation and feedback is robust, recorded, and addresses issues that are raised. The AEI confirm they exceptionally report to the NMC. In the case of specific NMC concerns and requirements, the AEI works directly with the NMC during the action planning process. A raising and escalating concerns policy is in place, which is co-developed with PLPs.

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**

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

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. The AEI has a recognition of prior learning (RPL) process in place. There's evidence of mapping prior learning to programme outcomes and the

Standards of proficiency for nursing associates (NMC, 2018). The maximum RPL limit of 50 percent is evidenced. Documentary evidence provides assurance RPL processes and mapping are in place for NMC registered nurses without restrictions on their practice to RPL to programme outcomes and the Standards of proficiency for nursing associates (NMC, 2018). All RPL claims are checked and ratified through an assessment board process. The programme team confirm the external examiner is a core part of this process. Information for applicants who wish to claim RPL is provided for prospective students.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET **NOT MET**

R1.6 is met. Documentary evidence demonstrates, in both theory and practice learning, that numeracy, literacy, digital and technological literacy is mapped against the proficiency standards and programme outcomes. The AEI confirms candidate capability to develop numeracy, literacy, digital and technological literacy skills is assessed in the admission process. Applicants must demonstrate the NMC's core competencies for numeracy and literacy. Additional support for students to develop these skills is provided during the programme, as required. Students tell us they have access to support for study skills, both face to face and online. Literacy and numeracy are assessed formatively and summatively during the programme. Documentary evidence and confirmation by the programme team provide assurance that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme and are summatively assessed in both theory and practice. The ENAPAD and OAR are mapped to the NMC requirements in literacy, digital and technological literacy. The programme team and students confirm a virtual learning environment (VLE), BlackBoard, is used as a repository for programme materials and where assignments are submitted.

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**

The programme team confirm student nursing associates studying the existing programme will not be routinely transferred onto the proposed NMC pre-

registration nursing associate programme. However, the programme team confirm where a student's study on the existing programme is interrupted they will have the opportunity to transfer onto the proposed programme through the university's RPL processes. The programme team tell us the existing programme is mapped to the Standards of proficiency for nursing associates (NMC, 2018) and programme outcomes. The programme team tell us all student nursing associates including existing students will be transferred over to the SSSA in September 2019.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 24 June 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. Documentary evidence demonstrates there's opportunities in both theory and practice learning for all students to experience care across the lifespan

and in a variety of settings. Module descriptors confirm content for theory and practice components across the lifespan. Students confirm the strengths of the current programme include academic content and practical application in work-based skills. Students are learning and practising through a hub and spoke model in a wide range of practice learning settings, including learning disabilities practice learning placements. It is highlighted by the panel that the academic team do not have an academic who is a registered learning disabilities nurse. The programme team tell us learning disabilities teaching input to the programme will continue to be provided by practice partners. On this basis, it is recommended the AEI monitors learning disabilities teaching resources to ensure it continues to be sufficient for the delivery of the programme. (Recommendation one) (SFNME R2.14; SPRNAP R2.4)

The programme team and PLPs confirm this approach to practice learning is embedded in the proposed programme. Students tell us they are supported by the AEI and PLPs through having protected time to have alternate practice placement experiences. The programme team confirm service user participation in teaching and assessment in the classroom and in simulation-based learning sessions will be continually strengthened. SUCs will continue to be involved in recruitment, which will be strengthened by SUCs undertaking face-to-face interviews for all PLP interview panels. The approval panel highlight SUC face-to-face involvement in all interview panels is good practice. SUCs tell us they enjoy teaching and feel supported by the AEI.

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

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

YES NO

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

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

MET NOT MET

R2.6 is met. Documentation confirms the programme structure is an equal balance of theory and practice learning throughout the programme and meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are presented in the documentation. The programme and module aims are mapped to the Standards of proficiency for nursing associates (NMC, 2018). There

is a practice learning allocation model in place ensuring students have access to a range of risk-assessed practice learning opportunities. This allocation process is jointly managed by the AEI and all practice partners. Learning opportunities take into account the 24-hour nature of delivery of nursing care. The programme planner confirms the designated hours needed to meet NMC requirements. Documentary evidence and discussion with the programme team confirms the length of the programme and the required hours for both theory and practice learning meet NMC requirements. The ENAPAD records attendance hours in the practice learning environment. The programme team confirm theory hours are recorded for each individual teaching session through a register of attendance. Theoretical content and practice learning opportunities are sufficient to allow students to meet the Standards of proficiency for nursing associates. PLPs identify individual learning opportunities for their students. Students tell us they have regular supervision sessions with representatives from the AEI and the PLP. Tripartite processes are underpinned by a coaching approach with focus on professional development. There are simulation facilities available for students to both prepare for practice and practise their skills in a supportive environment. Students tell us learning opportunities in practice support them to achieve programme outcomes. They confirm they experience the 24-hour nature of care. Students confirm practice hours are recorded in the practice assessment document and theory hours are recorded through a register system. The programme team and students confirm programme hours are monitored on an individual basis and where required students will retrieve unmet 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 met. Documentation confirms an equal balance of theory and practice learning throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are presented in programme documentation. Learning and teaching methods include; lectures, group work, virtual learning, simulation, problem-based learning, and interprofessional discussion forums. The programme planner, module descriptors and practice learning allocations confirm the designated hours needed to meet NMC requirements.

The programme team confirm an equal split between theory and practice learning, and all hours must be achieved by the end of the programme. Learning outcomes and module descriptors are mapped to the Standards of proficiency for nursing

associates. A sample programme planner provides detail of the hours allocated to both theoretical and practice learning. Documentary evidence and the approval process confirms the Standards of proficiency for nursing associates and the skills and procedures in annexe A and B are incorporated into the modules and ENAPAD. This ensures the Standards of proficiency for nursing associates and associated proficiencies are achieved by the end of the two-year programme. Students tell us their attendance is monitored and there are robust procedures in place to support them to meet unmet hours as required.

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

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 24 June 2019

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. The AEI, in partnership with PLPs, has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across a variety of settings to meet the Standards of proficiency for nursing associates. This includes making sure students experience a variety of appropriate practice learning environments. PLPs confirm that, in partnership with the AEI, they allocate practice placements. PLPs tell us a hub and spoke model is central to the allocation process. This allocation process takes into account the need for students to have a diverse range of practice learning environments including

community and the independent sector. Students tell us during spoke practice learning experiences they are supernumerary. Students confirm they're allocated to a variety of practice learning environments. PLPs confirm these practice learning opportunities are audited and evaluated.

Established processes and policies exist for staff and students to raise concerns, assess fitness to practise and support students who may not be achieving. Learning outcomes for the programme and the Standards of proficiency for nursing associates are evident in module descriptors and the ENAPAD.

- 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. The AEI, in partnership with PLPs, has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across a variety of settings to meet the Standards of proficiency for nursing associates. PLPs confirm practice learning environments are audited and evaluated on a yearly basis. The AEI and PLPs share joint responsibility for this process with any subsequent action plans being managed through the relevant practice partnership groups. The programme team confirm recent concerns related to a hospital trust being placed into special measures is managed through a robust action planning process. This includes working with a representative from the NMC to assure public protection and to ensure a safe practice learning environment. This information is shared between the AEI and PLPs. PLPs tell us there's frequent communication with the AEI to ensure relevant practice learning environments are available. The programme planner demonstrates a co-ordinated allocation of appropriate practice learning experiences to ensure each student has opportunities to meet the holistic needs of people of all ages.

The programme team and PLPs understand the roles of practice supervisor, practice assessor and academic assessor in the assessment of practice learning. The tripartite nature of the assessment of practice learning is clear in the ENAPAD.

Students tell us they have opportunities to reflect on their practice learning experiences. These opportunities are facilitated through the practice learning assessment process. The programme team confirm there is an internal moderation process for both theory and practice. This process involves the external examiner. Students confirm they evaluate each practice learning experience. PLPs confirm actions are taken to ensure effective practice learning experiences and enhancements, if required. PLPs confirm all practice learning placements are recently audited in preparation for the transition to the SSSA in September 2019.

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

MET **NOT MET**

R3.3 is met. Programme documentation confirms technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is largely supported through the use of a VLE. This is used to support and strengthen learning and teaching. The programme team confirm simulation-based learning supports learning and assessment of both theory and practice. It is used primarily to prepare students for practice. The programme team tell us students can be involved in simulated major incidents. These simulated incidents are multi-professional learning opportunities and include the army and fire service. SUCs tell us they're involved in simulation. Students tell us they're actively supported to use BlackBoard (VLE). In the VLE students can access online learning resources including study skills packages. We are assured there's effective technology enhancements and simulation-based learning opportunities available to support learning and assessment in the programme.

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

MET **NOT MET**

R3.4 is met. Documentary evidence confirms robust processes are in place to ensure individual student needs are taken into account when allocating practice learning. We found policies, facilities and a range of support services available to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. The AEI signposts students towards these services at induction and in programme handbooks. Students confirm support services are available and know who to go to if they need help. The programme team confirm they work closely with PLPs to support students in the practice learning environment where reasonable adjustments for disabilities are needed.

- 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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
<p>R3.5 is met. Documentary evidence confirms processes are in place to ensure students have protected learning time. The AEI confirm option B will be the preferred option. PLPs in partnership with the AEI are responsible for allocating students to a range of practice learning environments. The programme team and PLPs confirm choosing and managing option B is a joint decision and based on meeting the needs of student nursing associates as apprentices. The programme team confirm programme hours will be no less than 2300 hours; this includes 20 percent of programme hours released for academic study, 20 percent of programme time for external practice placements and the rest of the programme hours are protected learning time. The programme team tell us students will have two days per week of their time protected to attend the university. In addition, the students will have one day per week of protected learning time while on external practice learning placement. This protected time will involve students engaging in spoke learning where they will have supernumerary status. Protected learning time is managed and recorded through the practice assessment documentation and accompanying practice attendance sheets. Students confirm they already experience this model on the existing programme. Students confirm they're given more protected learning time if requested. PLPs say this model of learning is agreed through a partnership process and meets their workforce needs. Information regarding protected learning time is provided in the programme handbook. Protected learning time is monitored through the ENAPAD in practice and through a register system with the university.</p> <p>Note: <i>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.</i></p>		
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met</p> <p style="text-align: right;"> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> </p>		
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met</p> <p style="text-align: right;"> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> </p>		
<p>Outcome</p>		
<p>Is the standard met?</p> <p style="text-align: right;"> MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> </p>		
<p>Date: 24 June 2019</p>		

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. The AEI, in partnership with PLPs, has robust processes in place to ensure support, supervision, learning and assessment complies with the NMC SFNME. This includes support in theory and practice learning environments for students' health and wellbeing, the provision of IT support, enabling services, and library services. All students have support from a personal academic tutor. Documentation confirms the AEI and PLPs have developed and agreed guidelines which state how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. These include how people in these roles will be prepared and developed.

The AEI and PLPs tell us about the processes in place to continue to ensure effective partnership working which include a variety of operational and strategic forums. Service level agreements and a memorandum of understanding are in place which identify partner responsibilities for the management of practice learning environments. Educational audits are undertaken jointly. The programme team confirm all practice learning areas are re-audited in preparation for the roll-out of the Standards for student supervision and assessment (NMC, 2018). Senior employer representatives confirm they have the resources to support the ongoing requirements for academic assessors, practice supervisors and practice assessors. PLPs tell us current mentors are being prepared for these roles through a series of preparation events. The AEI assure us of robust mechanisms for monitoring and evaluating adherence to NMC Standards. Students tell us they're listened to by the programme team and PLPs if they raise any issues. PLPs confirm they're involved in the assessment of practice. The programme team tell us they have overall responsibility for the assessment of practice including the moderation process. The appointment of an external examiner for the programme ensures external scrutiny for moderation and assessment of theory and practice.

- 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 AEI, in partnership with PLPs, has a process in place which robustly guides the preparation of practice supervisors, practice assessors and academic assessors. This process reinforces key principles agreed locally in relation to supporting learning in practice across the region. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are explicit in the ENAPAD. The AEI and PLPs confirm they are adopting the SSSA from September 2019. A regional approach to supervision of students is to be adopted to ensure consistent oversight of practice supervision. PLPs confirm they are informed of support, supervision and assessment needs of nursing associate students. PLPs tell us governance processes for maintaining appropriate records of practice supervisors and practice assessors is established. PLPs confirm they will maintain the databases for practice supervisors and practice assessors.

The AEI confirm academic assessors are being prepared for their role through a number of update sessions. The AEI has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

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. The AEI, in partnership with PLPs, has an education strategy in place, which underpins the learning and teaching activities detailed in programme documentation. There's a curriculum assessment strategy designed to develop and give feedback on students' key skills throughout the programme. There's a range of diverse assessments used including at least one unseen exam. All theoretical modules have formative and summative feedback opportunities. These are stated in the programme specification and the module descriptors. In practice learning settings, students will have formative and summative assessment outcomes recorded in their ENAPAD. Students tell us they have formative opportunities to prepare them for summative assessments. The ENAPAD provides details of practice learning assessment. There are both formative and summative assessment points in practice learning. PLPs demonstrate an understanding of the practice assessment process and their role in providing feedback to students. Students tell us being coached in practice learning settings robustly supports their continuing professional development. SUCs confirm they provide feedback to students during their involvement in objective structured clinical examinations (OSCEs). Students say they value feedback given to them by SUCs, which aids their professional 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. There is evidence of comprehensive mapping to ensure students meet the Standards of proficiency for nursing associates. Students are assessed

in practice learning environments to ensure they achieve these proficiencies which are identified in the ENAPAD. All modules in the programme are compulsory, with no compensation permitted in module assessments. This assures compliance to the NMC Standards of proficiency for nursing associates. Practice learning experiences are systematically planned for students to achieve the programme outcomes and Standards of proficiency for nursing associates and be fit for practice by the end of the programme. Students tell us the existing programme is preparing them to successfully undertake the role of nursing associate. PLPs confirm the proposed programme meets the workforce needs of the employer.

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: 24 June 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**

It is clearly identified in the programme specification that the fall back or interim exit award does not provide eligibility to apply for entry to the NMC register.

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: 24 June 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"/>
List additional documentation: SU, memorandum of understanding - trainee nursing associates, 16 April 2019 Post visit evidence: SU, higher apprenticeship handbook for nursing associate practice 2019/20, undated SU, nursing associate course handbook, version two, undated SU, nursing associate programme - year planner 2019/20, undated		
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 first year student nursing associates		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

System regulator reports list:

CQC report, Birmingham Children's Hospital NHS Foundation Trust, 21 February 2017

CQC report, Shrewsbury and Telford Hospital NHS Trust, 29 November 2018

SU, NMC self-assessment monitoring report 2018/19, 1 May 2019

If you stated no to any of the above, please provide the reason and mitigation
Reviewed through documentary analysis.

Additional comments:

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author:	Grahame Smith	Date:	12 July 2019
Checked by:	Monica Murphy	Date:	4 September 2019
Approved by:	Leeann Greer	Date:	17 September 2019
Submitted by:	Amy Young	Date:	18 September 2019