

Programme approval visit report

Section one

Programme provider name:	University of Brighton				
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Sussex Community NHS Foundation Trust Brighton and Sussex University Hospitals NHS Trust Sussex Partnership NHS Foundation Trust Western Sussex Hospitals NHS Trust Surrey and Sussex Healthcare NHS Trust Queen Victoria Hospital NHS Foundation Trust Maidstone and Tunbridge Wells NHS Foundation Trust Private, voluntary and independent healthcare providers				
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>				
Title of programme:	Foundation Degree in Health and Social Care (Nursing Associate Apprenticeship)				
Date of approval visit:	28 May 2019				
Programme start date:	<table border="1"> <tr> <td>Pre-registration nursing associate</td> <td>N/A</td> </tr> <tr> <td>Nursing associate apprenticeship</td> <td>30 September 2019</td> </tr> </table>	Pre-registration nursing associate	N/A	Nursing associate apprenticeship	30 September 2019
Pre-registration nursing associate	N/A				
Nursing associate apprenticeship	30 September 2019				
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6				

QA visitor(s):

Registrant Visitor: Patricia Griffin
Lay Visitor: Adrian Mason

Section two

Summary of review and findings

The University of Brighton (UOB), school of health sciences, presented a two-year full-time foundation degree (FD) Nursing associate programme (NA) for approval against the Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018) and the Standards of proficiency for nursing associates (NMC, 2018) via an apprenticeship route. The UOB has provided a FD for NAs based on Health Education England's (HEE) curriculum framework since 2017. There is evidence of effective and strong partnership working between the UOB, employers and practice learning partners (PLPs).

The programme has been developed in partnership with a consortium of local NHS trusts and organisations including Brighton and Sussex University Hospitals, East Sussex Healthcare NHS Trust, Queen Victoria Hospital, Sussex and Surrey Healthcare NHS Trust, Sussex Community NHS Foundation Trust, Sussex Partnership NHS Foundation Trust, Western Sussex Hospitals NHS Foundation Trust. Employers are in full support of the apprenticeship route and acknowledge their responsibility to comply with the Standards framework for nursing and midwifery education (SFNME), Standards for student supervision and assessment (SSSA) and SPNAP (NMC, 2018). Current trainee nursing associates (TNAs) under the HEE curriculum were also part of the consultation and programme development process.

Programme documentation and the approval process provides evidence of effective partnership working with PLPs and employers at all levels. There is strong strategic support from the nine employer members of the local consortium who attended the approval visit and other PLPs for both the current and proposed NA programmes. At an operational level there is effective partnership working between the school, employers and PLPs in support of NA students, and in the preparation and support of staff as practice supervisors (PS) and practice assessors (PA).

The proposed programme has been designed in partnership with employers, PLPs and TNAs to deliver an innovative practice and theory programme to meet the Standards for pre-registration nursing associate programmes (NMC, 2018) and the Standards of proficiency for nursing associates (NMC, 2018). The recently validated all England practice assessment document (PAD) and ongoing achievement record (OAR) will be utilised for the proposed programme.

Coordinated involvement of service user and carers in all aspects of the student journey is limited. This was confirmed by service users and carers at the approval visit. A strengthened, coordinated and sustainable approach to the involvement of service users and carers (SUC) in all aspect of programme design, delivery, assessment and evaluation is required.

Arrangements at programme level against the SFNME (NMC, 2018) are not met.

Arrangements at programme level meet the SSSA (NMC, 2018).

The programme is recommended to the NMC for approval subject to four specific conditions being met. The visitors made three recommendations.

Updated 29 July 2019

Evidence was provided that the changes required to meet the four conditions have been made. The four conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<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>Condition one: Produce an operational plan that ensures sustainable SUC involvement in the delivery of the NA programme. (SFNME R1.12, R2.7, R5.5; SPNAP R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Programme team to provide clarity of the process of disclosure and barring service (DBS) and occupational health (OH) assessment checking at the point of selection of NA students. (SPNAP R1.2)</p> <p>Condition three: Provide a scenario of RPL and the process of mapping to a maximum of 50 percent of the NA programme. (SFNME R2.8, SPNAP R1.5)</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 four: Ensure consistency in the documentation of protected learning time (PLT)</p>

	across all programme documentation. (SPNAP, R3.5) (Joint university and NMC condition)
Date condition(s) to be met:	29 July 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider strengthening inter-professional learning within the pre-registration NA programme. (SPNAP, R2.4, R4.1; SFNME, R3.16)</p> <p>Recommendation two: Provide a glossary of role terminology in student facing documentation. (SPNAP, R4.2, R4.4)</p> <p>Recommendation three: Consider writing a scenario as to how an AEI Fitness to Practice panel would work with an employer of TNA apprentice. (SSSA R6.9; SFNME, R1.4, R1.5, R1.6, R1.7, R1.8)</p>
Focused areas for future monitoring:	Monitoring the SUC implementation plan embedded within the FD NA programme to ensure SUC involvement in the student journey from selection through to programme design, delivery, assessment, practice learning, and evaluation.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>An operation plan detailing how SUCs will be involved in the delivery, development and evaluation of the NA programme has been provided. Condition one is now met.</p> <p>A robust process of DBS and OH assessment checking at the point of selection of NA apprentices is in place. Condition two is now met.</p> <p>Confirmation of an RPL mapping process up to a maximum of 50 percent of the pre-registration NA programme has been provided. Condition three is now met.</p> <p>There is consistency in the description of PLT across programme documentation. Condition four is now met.</p> <p>The SFNME is now met.</p> <p>The SPNAP is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

Summary of observations made, if applicable	The AEI confirmed that current NA students will not be transferring to the SSSA in September 2019.
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:	29 July 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.

We found evidence of effective partnership working between the UOB, employers and PLPs. We confirmed evidence of collaboration in the development of the pre-registration NA apprenticeship programme. Employers and PLPs voiced a shared responsibility for the current delivery of the NA programme. Employers told us that they are fully committed to the development of their current and future trainee and registered NAs. Employers hold a shared vision with the UOB to increase NA numbers.

Employers and PLPs told us that they are committed to the implementation of the new NMC Standards. PLPs from the voluntary, independent and private (PVI) sector are also supportive of, and are part of, programme development.

At the approval visit, employers told us that they employ practice educators whose focus is to support nursing associate students, PS and PA. Employers and PLPs also told us that practice educators will oversee the introduction and development of PS and PA roles, the SSSA and in partnership with the UOB, manage the implementation of the all England NA PAD and OAR.

Documentary evidence demonstrates a robust system of support from the UOB for PLPs, practice educators, PS, PA and students This was confirmed by employers, PLPs, practice educators, PS and PAs during the approval visit. They told us that there are clear lines of communication between PLPs and the UOB who operate a zoned approach to link lecturing which includes support for students, PS and PAs.

At the approval visit, PLPs confirmed their understanding of the new PS and PA roles and how these will work in the proposed NA programme. They have a clear understanding of their responsibility to champion the new roles for example through staff development and reflective discussions. PLPs confirm that preparation of PS and PAs is jointly undertaken with the UOB using shared

resources across the southern region. This includes preparation for the implementation of the recently validated all England PAD and OAR.

Quality assurance and monitoring of practice learning is shared between PLPs and the UOB. There are established processes for educational auditing, placement evaluation and feedback, including raising concerns in practice. This includes processes for rapid response if the quality of the practice learning environment is at risk, for example in relation to adverse care quality commission (CQC) reports. There are systems in place to ensure effective governance and compliance with legal, regulatory, education and professional requirements with concerns noted in system regulator reports.

PLPs and employers confirmed how they communicate with UOB in relation to student progression or cause for concern issues. There is documentary evidence to confirm these shared processes are in place.

Whilst there is a school SUC involvement strategy (2016-2019) document identifying principles and resources to enhance their inclusion throughout the student journey, there is insufficient evidence of SUC engagement and involvement at any level as required by SFNME (NMC, 2018). There is an absence of SUC involvement in selection and recruitment of students and in the NA programme as a whole. We reviewed a plan outlining a revision of a 'whole school' SUC strategy for 2019-2020 (dated 25 March 2019) however progress with the implementation appears limited. This was further evidenced by SUC discussions at the approval visit where they told us they had not been involved in the NA programme. A clear, sustainable co-produced SUC implementation plan for the proposed NA programme which involves SUC of all ages and from all fields of nursing is crucial. (Condition one) (SFNME, SPNAP)

Students told us that they had been consulted during the development of the new programme and that their voice and comments are heard and acted upon.

Students told us there is a wide network of support available to them both within the UOB and when they are in practice placements. They told us that there is a system of personal tutoring at the UOB and link lecturers when in practice. Students confirmed that support is responsive and received in a timely manner. Students had some understanding of the new PS and PA practice roles. They confirmed that learning time in practice is protected and that they receive feedback on their development and progression from both the UOB and from mentors, in a timely manner. Students told us that they are supported to obtain spoke placements and how they are able to bring learning back to their workplace.

Students are confident that their voice is heard by the UOB through course boards, cohort meetings with cohort reps, and evaluation and discussions with the programme team. Students also report that their comments and suggestions regarding programme development are listened to; for example, the sequencing of training around medicine management has changed.

Students told us that they see a career pathway and opportunities to enter the registered nurse programme. They have a clear vision of their future role to

enhance and improve service user health and wellbeing within a multi professional framework.

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**

Whilst there is assurance that the UOB work in partnership with employers, PLPs and students, there is insufficient evidence to provide assurance of SUC engagement and involvement at any level of the NA programme as required by SFNME (NMC, 2018). The development of a clear, sustainable co-produced SUC implementation plan which involves SUC of all ages and from all fields of nursing in the proposed NA programme is required. (Condition one) (SFNME, R1.12, R2.7, R5.5, SPNAP, R2.1)

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

There is insufficient evidence of SUC engagement and involvement in the proposed nursing associate programme. The development of a clear, sustainable co-produced SUC implementation plan which involves SUC of all ages and from all fields of nursing in the proposed NA programme is required.

Condition one: Produce an operational plan that ensures sustainable service user and carer involvement in the delivery of the nursing associate programme. (SFNME, R1.12, R2.7, R5.5; SPNAP, R2.1)

Post Event Review

Identify how the condition(s) is met:

The AEI has produced a sustainable operational plan co-produced SUC. The plan was created at a partnership event in July 2019 to ensure sustainable SUC involvement is embedded in the design, delivery and evaluation of the NA programme. SUC involvement including at recruitment, admission, induction, in learning and teaching, at module level and in formative assessment, evaluation and quality assurance, is comprehensively detailed. The operational plan

complements the School SUC partnership strategy document 2019-2022.
Condition one is met.

Evidence:

- FD Health and TNAs and APs operational plan for sustained SUC engagement July 2019

Date condition(s) met: 29 July 2019

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

Condition one is now met.

SFMNE R1.12, R2.7, R5.5 are met.

SPNAP R2.1 are 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

R1.1.1 - R1.1.6 are not met.

Documentation and statements regarding programme entry requirements and process have been reviewed. This included a comprehensive NA pathway admission policy 2019-20 entry outlining the programme entry requirements, application process, RPL, short listing and selection events. During the approval visit employers confirmed their involvement in the admission policy 2019-20 and the admissions process.

Values-based selection criteria in relation to the NMC code are applied. Educational and entry requirements are stated in the admission policy (2019-20) entry, programme specification and the UOB website. These are recorded on the application form and checked at the selection day. Literacy and numeracy are tested prior to the panel interviews and if not, successful applicants are given the opportunity to be interviewed and re-sit the test(s) if successful at interview.

Discussion of support needs (if disclosed by the applicant) with the admission tutor is also undertaken although this is not part of the interview and selection process.

Whilst there is clear evidence of PLP and employer involvement in the selection process, and there is documentary evidence of SUC involvement in selection processes, this was not confirmed at the approval visit. SUCs told us that they are not involved in the selection process of students and have not been asked to review questions or images used or in any aspect of the value based selection process. (Condition one) (SFNME R1.12, R2.7, R5.5; SPNAP R2.1)

- 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

R1.2 is not met.

We heard conflicting accounts from employers, PLPs and the programme team with respect to the procedure for undertaking and checking DBS and OH assessments at point of student selection by the UOB. When exploring arrangements with employers and PLPs, their understanding of the process was different to that of the UOB programme team. Clarity for all stakeholders is required. (Condition two) (SPNAP, R1.2)

- 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 not met.

Whilst the UOB has an established RPL process articulation of how this is applied, operationalised and verified in relation to the NA programme lacks clarity. The role of external examiners in verification of RPL claims also lacks clarity. A scenario of the RPL process with mapping of up to a maximum of 50 percent to the pre-registration nursing associate programmes is required to detail the process and give clarity to both the admissions team and programme team. (Condition three) (SFNME R2.8, SPNAP R1.5)

- 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.

There is mapping of programme outcomes to the SPNAP. The mapping identifies where indicative content and outcomes will be achieved.

Documentary analysis confirms the minimum programme entry requirements applicants must possess. This includes a minimum of level two (GCSE or functional skills) in both mathematics and English language at grade C/4 (or above) prior to commencement on the programme, plus level three qualifications and employer support.

There is a numeracy and literacy assessment as part of the selection day. The programme team told us that competence in literacy, digital and technological literacy develop as the programme progresses across year one and two theory and practice modules. This is confirmed by documentary evidence. Additional support is available to students from a dedicated IT team to develop their skills. Students told us that they have access to digital training and very good support from learning support services. They also said that they use digital skills within practice areas including electronic patient records and care planning/recording systems and electronic staff records.

Student literacy and academic skills are developed and tested as they progress through the programme. Numeracy is assessed both formatively and summatively during both academic and practice elements. There is a numeracy exam in part two of the programme where students have to achieve a pass mark of 100 percent to meet NMC requirements and receive a numeracy assessment certificate. Students' numeracy is also formally assessed in practice by medicines management in each part of the programme with the outcome documented in the PAD.

Extensive support is available and outlined in the student handbook. For example, ASK study guide an online resource, weekly study support workshops, maths and statistics support unit and English language support programme. The UOB have a

number of digital inputs to assist students who have specific statements of support needs.

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**

There will be no transfer of existing students studying the HEE NA programme to the proposed pre-registration NA programme (NMC, 2018) in September 2019.

Existing TNAs will not transfer 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**

SUC have no involvement in the recruitment and selection of NA students.

Condition one: Produce an operational plan that ensures sustainable SUC involvement in the delivery of the NA programme. (SFNME R1.12, R2.7, R5.5; SPNAP R2.1)

Documentary evidence and discussions with the UOB, employers and PLPs identify an inconsistent understanding of the processes for checking DBS and occupational health assessments at the point of selection to the pre-registration nursing associate programme. Clarity is needed regarding process and responsibilities for undertaking DBS and OH assessment checking at the point of selection of TNAs.

Condition two: programme team to provide clarity of the process of DBS and OH assessment checking at the point of selection of TNAs. (SPNAP, R1.2)

The programme team and the admissions team lacked clarity on the RPL process that would allow RPL to be mapped up to a maximum of 50 percent of the programme.

Condition three: provide an RPL scenario identifying the process of mapping to a maximum of 50 percent of the NA programme. (SFNME R2.8, SPNAP R1.2)

Date: 28 May 2019

Post event review

Identify how the condition(s) is met:

The UOB have produced documentary evidence of a sustainable operational plan co-produced with SUC. The plan was created at a partnership event in July 2019 to ensure sustainable SUC involvement is embedded in the design, delivery and evaluation of the NA curriculum and programme. The operational plan complements the School SUC partnership strategy document 2019-2022. Page two outlines SUC engagement in the admission and recruitment of students and includes their involvement in reviewing interview questions and selection day materials and to observe face to face interviews with prospective students.

Condition one is now met.

Evidence:

- FD health and TNAs and APs operational plan for sustained SUC engagement, July 2019

The UOB have produced evidence which confirms a robust process of DBS and OH assessment checking at the point of selection of students, working in partnership with employers.

Condition two is now met.

Evidence:

- S19 FD interview – admissions tutor checklist, undated
- OH clearance procedure, 23 July 2019
- UOB apprenticeships commitment statement, undated

The UOB have produced documentary evidence using the UOB RPL application form. This has been completed using an example RPL scenario identifying the process of mapping to a maximum of 50 percent of the NA programme.

Condition three is now met.

Evidence:

- Example of completed UOB RPL application form, July 2019

Date condition(s) met: 29 July 2019

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

Condition one is now met.

SFNME R1.12, R2.7, R5.5 and SPNAP R2.1 are met.

Condition two is now met.

SPNAP R1.2 are met.

Condition three is now met.

SFNME R2.8 and SPNAP R1.5 are met.

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.

From the documentation reviewed and from discussion with employers, PLPs, students and the programme team, there is clear evidence that the design, delivery and assessment activities of the proposed NA programme will support students to experience a non-field specific and all ages programme. This is evident in both the theory element and practice parts of the programme and is supported with skills sessions, work-based learning and workbooks.

At the approval visit students told us that they are exposed in practice to all four fields of nursing and across the lifespan. This was evident when students spoke of their varied practice learning opportunities within a variety of hospital, community

and spoke placements. Practice educators confirmed this when they described their facilitation and support for students undertaking spoke activities. The programme team told us UOB map students practice experiences (which is organised with PLPs) to ensure exposure to all ages and to all fields of nursing; a colour coded mapping document supports this. The students also told us that the skills sessions are effective and enjoyable.

From discussion with the programme team and students, exposure to inter-professional learning activities at the UOB is available but could be enhanced. The programme team report that students attend an inter professional learning day in year one on 'wellbeing' and in year two, attend an inter-professional conference focusing on a contemporary practice issue. Students' inter professional learning opportunities and activities could be broadened, for example in end-of-life care and working with people with a learning disability.

Recommendation one: Consider strengthening inter-professional learning within the programme (SPNAP, R2.4, R4.1; SFNME, R3.16).

Module leaders for the NA programme are from all four fields of nursing practice as well as from the allied professions. Practice educators from PLPs contribute to classroom skills and simulated learning activities for students at the UOB.

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

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

YES NO

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

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

MET NOT MET

R2.6 is met.

Documentary evidence and discussions with the programme team at the approval event confirm the length of the programme and demonstrate the required hours for theory and practice learning to meet the required Standards for proficiency for nursing associates (NMC, 2018). The programme hours are detailed in the programme specification and meet the required length of at least 2,300 hours with an equal division between theory and practice learning. Module descriptors outline

learning hours, for example face to face, assessment preparation, independent and work-based learning and skills and simulated learning.

The practice modules enable students to identify and access a variety of practice learning opportunities, planned and opportunistic spoke placements, across all years and all fields of nursing. From our discussions at the approval visit with students, we heard about their authentic practice experiences and learning from service users and carers. PLPs practice educators and current mentors discussed hub and spoke activities such as child and adolescence mental health services (CAMHS) and hospice-based end of life care. These hours are recorded and practice reflected upon in the PAD.

From documentary analysis and from discussions with students, programme team and PLPs we heard that student hours are recorded manually for both UOB (via register of attendance), and for practice learning (protected learning time) by their PS or PA in their PAD. Instructions to complete time sheets and recording hours (and absence/sickness) are detailed in the student handbook and for practice hours in the student's PAD. Progression is reviewed with students in relation to achieving the required hours at twice yearly meetings with personal tutors. Students and personal tutors are encouraged to identify and flag any deficit of practice and theory hours early to enable an action plan to be agreed and monitored to achieve the required 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.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET **NOT MET**

R2.7 is met.

Documentary evidence and discussion with the programme team confirms that the proposed NA programme structure demonstrates an equal balance of theory and practice learning to meet the NMC requirements of a minimum of 2,300 hours.

Discussion with the programme team confirms this and there are clear mechanisms in place to monitor this.

A variety of learning and teaching strategies are identified which are reflective of the school's overarching strategy. This includes student presentations, written reflections, multiple choice questions (MCQs), essays, on-line assessments, clinical skill development and work-based projects.

Module descriptors detail academic level, aims and learning outcomes mapped to the NMC Standards of proficiency for nursing associates (2018) and the associated skills and procedures in annexe A and B. Outline module content, learning and teaching strategies together with assessment strategies are clearly documented in the module outlines.

The UOB map and manage the two alternative practice learning placements per year in partnership and collaboration with employers and PLPs. These experiences are mapped against placement capacity and practice requirements to experience all fields of nursing practice. The students told us that they are well prepared and supported for their practice placements by both the AEI and PLPs and are able to link theory to practice and vice-versa.

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: 28 May 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 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.

Programme documentation identifies that students have two alternative practice learning placements per year of their two-year programme. This enables students to meet the Standards and proficiencies for nursing associates, to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings.

The UOB map against placement capacity of both pre-registration and nursing associate students to effectively manage the alternative practice learning placements in partnership with PLPs and practice educators. The dates for alternative practice learning placements are documented in the student programme plan and in the student handbook. Outreach or hub and spoke placements are facilitated for students to experience giving care to people with diverse needs for example people with mental health needs or to people with learning disabilities. Both students and employers confirm this is an effective way to build confidence and skills.

Practice educators, facilitators, PS and PAs are available to support students on placement and on-the job learning. Practice educators articulated their role and responsibility for ensuring appropriate support, supervision, identifying learning opportunities and authentic assessment for students on placement. Students told us how alternative practice learning placements have enriched their overall practice learning and experience and have taken this learning back to their home base.

The programme team described, and we reviewed clear documentation of an established system of the UOB link lecturers which are zoned according to geographical location to support students, PSs and PAs. There is a lead for each zone plus a team of link lecturers. PLPs and practice educators confirmed this when we met and clearly valued the sound, partnership approach. There are effective tripartite meetings with employers, students and the UOB link lecturers and established processes for raising concerns.

- 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.

Documentary evidence confirms that students will be allocated to a variety of alternative practice learning placements to ensure that they are able to meet the holistic needs of people across the lifespan. Documentary evidence also confirms that students will have two alternative practice learning placements (mapped by the UOB) each year of the programme and to use spoke opportunities to supplement and broaden their experiences. During the approval visit students told us of the range of alternative practice learning placements and experiences and

how they are able to support the delivery of holistic person-centred care to meet individual needs. Students told us about opportunistic experiences and the value of practising newly acquired skills from simulated learning.

Recording of alternative practice learning placements is within the student's PAD and OAR, supplemented by workbooks and reflection. PS and PAs will supervise, assess and record learning and discuss their findings with practice educators. Current mentors spoke at the approval visit of how they facilitate students outreach experiences and extend opportunities for learning.

The UOB moderate student PADs, with all fails and mitigating students PADs and OARs being moderated plus a sample of other PADs. Attendance at moderation is recorded and includes the programme team and practice representation. The outcome of the moderation meeting is documented and reported to the board of examiners. External examiners consider and report on the quality of theory and practice learning.

- 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.

There is documentary evidence that the school is extending the use of technology within the NA programme. Mapping outlines the strategy and methods to continuously develop students' ability in digital and technological literacy to meet programme outcomes. This was confirmed at the approval visit by the learning technical adviser (LTA) who reported that there is a clear digital input focus including the virtual learning environment (VLE) Blackboard for learning and for reflective activities.

Module leaders have re-invigorated modules from a digital perspective with an increased range of activities and online assessments. Assignments are submitted electronically via VLE at 'studentcentral' which is introduced during day two of induction in year one. Students told us they understood the processes and commented on the range of support available. There are reasonable adjustments available for students with statements of support needs (SOSN), digital dashboards and online resources for physiology, maths, MCQs and so on. The LTA described support systems and 'drop-in's' which TNAs can access. Students confirm availability of this support.

There is evidence of simulation-based learning opportunities within the NA programme which was evident in the documentation and enthusiastically confirmed by the skills lecturers at the approval visit. There is a simulation suite where skills and approaches are rehearsed and refined. Practice educators assist in facilitating some of the simulated learning at the UOB. The skills team at the approval event spoke of extending the range and use of technology within simulation and the recording of experiences with opportunity to increase students' reflective practice.

The students at the approval event spoke favourably of their experiences within simulation and in particular, learning and developing new skills in preparation for application in practice.

- 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.

At the approval visit and from documentary evidence there are of a range of AEI policies, support services and personnel to take account of students individual learning needs and personal circumstances when allocating their practice learning.

There is opportunity during the selection day for apprentices to raise and discuss specific learning needs with the admissions tutor. This is confidential and not part of the selection process.

During programme induction and in the programme handbook, students are introduced to the support services and made aware of how to access them. The programme team advised that there are well established processes and services to support students who have or are diagnosed with specific learning needs. Students are encouraged to discuss individual needs with personal tutors whose role is outlined in the programme handbook and who can signpost appropriate support services including academic and IT support and resources available on 'studentcentral'.

Students with SOSN and those where reasonable adjustments are required, can be documented in practice workbooks (not in PADs/OAR). Adjustments can then be sensitively discussed and taken into account with PS and PAs when planning practice learning activities. Students told us that they are aware that reasonable adjustments can made if needed and know about the policies, procedures and support available. Students also told us that preference placements can be requested.

- 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.

Employers and PLPs told us that students will have PLT when undertaking practice learning. Employers confirm protected learning time has been discussed at consultation events and will be in place for students on the proposed nursing associate programme. There are protected learning time agreements between the UOB and PLPs. This will meet option B and permit achievement of the Standards of proficiency for nursing associates and the SPNAP.

Students told us that they do get PLT and that this has improved as the programme has developed. Students report that initially some PLPs and mentors did not fully understand the requirements for PLT, however this has improved significantly although new mentors can be unsure when implementing this in practice. Monitoring and achievement of PLT is documented in practice records and monitored by link lecturers, personal tutors and PLPs.

Documentary evidence reviewed describes PLT and support in the student handbook. PS and PA face to face preparation contains PLT information within presentations although lacks clarity with respect to the NA programme in PS and PA handbooks.

Condition four: Ensure consistency in documentation of PLT across all programme documentation. (SPNAP R3.5) (AEI and NMC condition)

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

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

Consistent documentation in relation to PLT requirements is required across programme documentation.

Condition four: Ensure consistency in the documentation of protected learning time (PLT) across all programme documentation (SPNAP R3.5) (Joint University and NMC condition)

Date: 28 May 2019

Post event review

Identify how the condition(s) is met:

The UOB has produced documentary evidence to ensure consistency of PLT across all documentation. The programme team in consultation with PLPs have revised documentation to ensure consistency in interpretation of PLT and to avoid confusion for students, practice supervisors, practice assessors and practice partners.

Condition four is now met.

Evidence

- Amended student handbook, NA September 2019
- Amended module specifications for SB401 and SB506
- Amended guidance for supporting learners in practice for NMC regulated courses document for supporting PS and PA on ensuring PLT is achieved version 8, dated 22 July 2019
- Recording TNA hours: learner guidance included in annexe 1 of the amended student handbook, NA September 2019
- Amended FD – NA programme specification 2019, dated 2019 draft
- UOB apprenticeships commitment statement, undated
- Calculation of learning hours for tracking through the NA programme, 28 May 2019
- Recording NA hours following NMC visit, 12 June 2019

Date condition(s) met: 29 July 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition four is now met.

SPNAP R3.5 are 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.

Documentary evidence and the approval process confirm strong, effective partnership working between employers, PLPs and the UOB. Employers and PLPs have participated in consultations and programme planning events, working collaboratively to design, develop and support the NMC NA programme with the UOB. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME (NMC, 2018).

We reviewed the national partnership agreement between the UOB and PLPs which clearly states requirements to ensure suitable learning environments for healthcare students, clarifies responsibilities and includes quality assurance and governance requirements, health and safety, liability and student support. Documentary evidence demonstrates and discussions at the approval visit with employers and PLPs confirm, that there are robust policies and processes for monitoring and evaluating adherence to the SFNME. There are operational groups at the UOB which focus on practice governance or programme management with key terms of reference and membership from across PLPs. Employers told us that they meet regularly. Their discussions include managing potential risk, assure and manage resources for example sufficient PS and PAs, ensure consistency of approach and to share good practice.

Documentary evidence outlines, and employers and PLPs confirm, that the UOB has a clear, collaborative plan to implement the SSSA. The development of PSs and PAs is undertaken in partnership and include workshops, resources and study days at the UOB for the PVI sector.

- 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.

Documentary evidence and discussion at the approval visit confirms there is consultation and collaboration between the UOB, employers and PLPs. There's a structured plan in place to implement the SSSA for the NA programme in September 2019. Information about the SSSA is clear in programme documentation and practice learning handbooks. This includes how students will be supported, supervised and assessed in practice and criteria for the roles of PS, PA and academic assessors (AA). We found a variety of roles referred to in student facing documentation for the proposed NA programme. To ensure that students and PLPs understand the new roles and continue to access support mechanisms appropriately, a glossary of role terminology is recommended. Recommendation two, provide a glossary of role terminology in student facing documentation. (SPNAP, R4.2, R4.4)

We reviewed the UOB strategy for the implementation of the SSSA. This was described at the approval visit by the programme team and PLPs. There is evidence of a collaborative, coherent approach with jointly developed shared resources for example presentations to ensure consistency and includes a briefing

on the recently validated England NA PADs and OAR. During our discussion at the approval visit, employers confirmed their support for the implementation strategy and of the need and commitment to ensure sufficient numbers of suitably prepared PSs and PAs to support the NA programme in practice.

PLPs confirmed that 'supporting learners in practice' has replaced mentor updates and includes briefing on mapping of current mentor role to PS or PA. PLPs confirmed at the approval visit that in partnership with link lecturers, they undertake some of the preparation sessions which includes clarity on new roles, (including NAs), protected learning time and student supervision and assessment requirements. PLPs also told us that they are supporting their organisations' staff in the implementation of the SSSA.

We saw documentary evidence of preparation for PVI providers. The UOB practice lead undertakes this on a 1:1 small group basis as well as offering study day preparation which is open to all practice staff. The UOB practice lead outlined the development for new PSs (one day of preparation) and PAs, (two days of preparation).

Link lecturers are briefed on the implementation of the SSSA and support for practice staff during transition to new PS and PA roles. The UOB AAs have a clear role brief which includes 10 hours of protected time a year to ensure that their role is fulfilled.

Students are introduced to the SSSA during year one induction. PLPs, PSs and PAs are also invited to the session. Students will have preparation for their role as PSs during their final year of their programme. The role of PS will not commence until local preceptorship requirements have been completed; this was confirmed by employers at the approval visit.

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 approval visit discussions confirm that the NA programme employs a range of formative and summative assessment methods.

These methods will enable students to develop the required skills, knowledge and competence for NMC registration as a NA.

There is a UOB learning and teaching strategy that guided the development of the programme assessment strategy and includes a variety of formative and summative assessment methods. The programme specification details assessment strategy and methods. The module descriptors identify opportunities for formative assessment with timely feed forward to assist with summative preparation. Formative assessments include a revision session followed by MCQs with immediate online feedback, peer review and lecturer written feedback. For some modules students can choose the summative assessment method for example a video or classroom presentation with reference list. There is a numeracy assessment which requires students to achieve 100 percent. Assessment policies and procedures are outlined in the TNA handbook (September 2019). Mapping of assessments against learning outcomes is provided within module descriptors.

Summative assessment submission dates appear in the student handbook. Submission of summative assignments and feedback from examiners is online, given in a timely manner and using marking criteria.

The adoption of the England PAD and OAR for the proposed programme identifies practice learning and staged assessment requirements. Completion guidance for PS, PA and students is evident within documents. The PAD supports students to identify and agree learning needs and practice requirements at an early stage with their PS. A mid-point formative interview and assessment to review student progression of programme practice requirements and reflection and feed forward in a timely manner.

There is opportunity for students to develop action plans to address and monitor any areas of concern raised. There is a final interview process with completion of summative assessment requirements (including medicine management). A progression point interview is evident at the end of year one and confirms progression to year two. This is repeated at the end of year two to ensure programme practice requirements have been met. The PAD has the opportunity for SUC to feedback to students which is included within the overall students' assessment and feed forward process.

PLPs, PS and PAs told us they are aware of the requirements and of their roles in supervising, coaching and assessing students. At the approval visit we met students who told us they were generally well supported in their practice learning with mentors and are aware of their programme and assessment requirements. Students told us that personal tutors are supportive and feedback is received in a timely manner.

- 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. Programme and mapping documentation illustrate that the Standards of proficiency for nursing associates (NMC, 2018) will be met during the proposed NA programme. The range of practice learning placements and opportunities will enable and ensure that the Standards of proficiency for nursing associates (NMC,2018) will be met and be fit for practice at completion of the NA programme.

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: 28 May 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

Exit award does not include professional registration with the NMC.

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

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 28 May 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 type="checkbox"/>	<input checked="" 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>1. PS/PA resources including:</p> <ul style="list-style-type: none"> - PowerPoint presentations, various dates/undated - Details of AEI study day for PS/PA and mentors, 11 June 19 and 12 September 19 - Confirmation of employer's development for role of PS and PA, dated March 2019, East and West Sussex NHS Trusts - documentation of practice learning visits to TNAs from link lecturers, undated - various posters/leaflets advertising training and practice learning opportunities for students, undated - Trust/partner Welcome and/or Induction packs, undated <p>2. Whistle blowing process, dated May 2014</p> <p>3. Fitness to practice process, reviewed October 2014</p> <p>4. AEI RPL process, dated May 2014</p> <p>5. Admission/selection forms, undated Interview questions - value based and academic (undated),</p> <ul style="list-style-type: none"> - interview outcome recording sheet, undated - FD selection process flow chart, undated - AEI FD Admission policy 2018-19 		

- AEI Disability monitoring form, undated
- 6. DBS local declaration, undated
- 7. Blank Marking and Moderation report, undated
- 8. Course Leader: Core role and responsibilities, undated
- 9. Personal and academic tutoring policy, undated
- 10. AEI Peer review process. undated
- 11. School (NMC Learners) policy and processes for supporting learners in practice settings, dated February 2019
- 12. Practice QA flow chart, undated
- 13. Educational Audit tool – revised, dated February 2019
- 14. National Partnership Agreement, dated August 18
- 15. Electronic links to AEI documentation for example GEAR, undated
 - blog for curriculum development, undated
 - student charter, undated
- 16. Current Mentor/Educator/sign-off mentor in practice preparation workbook (Current validated NMC Mentor/PE module), dated August 17
- 17. Role brief for academic assessor, undated
- 18. Terms of reference for across school practice learning group, undated
- 19. Notes from practice partners meeting, various dates 2018 onward
- 20. Blank placement evaluation, undated
- 21. AEI Personal tutor guide, approved June 2017
- 22. Blank Apprentice progress review feedback form, dated November 2017
- 23. AEI Education and the student strategic plan 2017-21, undated
- 24. Plan for welcome to Year 2, September 2018
- 25. Curriculum design framework, December 16
- 27. AEI Approval and monitoring process for External Examiners, dated GEAR 2018/19
- 28. HEE England Supporting Learners in practice, December 2018
- 29. AEI recording of trainee NA Hours: Learner guide, February 2019
- 30. Course plans for March 2019 and September 2018, update dated 5 May 2019
- 31. Three year support plan for students developing ability in numeracy, literacy and digital technology, undated
- 32. Academic assessor workload and key dates (draft) all NMC Programmes, undated
- 33. Value based pictures used in interviewing, undated

34. School wide Service user and carer involvement strategy 2016-19, July 2016
35. Plan for revised Service user and carer involvement strategy 2019-2022, 25 March 2019
36. Evidence of service user involvement in delivery - Thumbs up too good health with people with learning disability, undated
 - workbook learning disability awareness, undated
37. AEI TNA External placement guidance information, dated January 2019
38. External subject specialist report, dated 25 May 2019

Post approval visit documentary evidence to meet conditions:

- FD Interviews - admissions tutor checklist July 2019
- FD - NA programme specification 2019, July 2019
- NA commitment statement Sept 2019, July 2019
- NMC Nursing Associate programme requirements hours, July 2019
- Recording trainee nursing associate hours following NMC visit, 12 June 2019
- RPL - Student example, July 2019
- Service user involvement operational strategy working, July 2019
- Further evidence to meet conditions 2 and 4 July 2019
- OH clearance procedure, 23 July 2019
- FD Interviews - admissions tutor checklist 23719, 23 July 2019
- FINAL - NA commitment statement Sept 2019, July 2019
- FINAL course handbook FD - Nursing Associate September 2019, July 2019
- FINAL SB401 - Work-based learning for health and social care practice module specification July 2019
- FINAL SB506 - Practice skills development module specification, July 2019
- SHS Guidance for supporting learners in practice for NMC regulated courses v8 final, July 2019

If you stated no above, please provide the reason and mitigation
Student university handbook available on-line via 'studentcentral'.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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: TNA September 2018 cohort x three TNA March 2018 cohort x one TNA February 2019 cohort x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation No further education (FE) colleges involved in the approval process.		
Additional comments: Consortium represented by nine employers members. All members present except one who was available via Skype.		

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 type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list:		
If you stated no to any of the above, please provide the reason and mitigation The UOB is an established AEI delivering NMC programmes.		
Additional comments:		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author:	Patricia Griffin	Date:	11 June 2019
Checked by:	Pam Page	Date:	9 August 2019
Approved by:	Leeann Greer	Date:	9 September 2019
Submitted by:	Alex Brooker	Date:	3 September 2019