Programme approval visit report

Section one

Programme provider name:	University of Central Lancashire
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	Blackpool Teaching Hospitals NHS Foundation Trust Bloomfield Medical Centre East Lancashire Hospitals NHS Foundation Trust East Lancashire Hospitals NHS Trust Fernbank Surgery Irwell Medical Practice Lancashire Care NHS Foundation Trust Lancashire Teaching Hospitals NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Southport and Ormskirk Hospital NHS Trust The Priory Group University Hospitals of Morecambe Bay NHS Foundation Trust Virgin Care Willow Bank Nursing Home Pennine Lancashire Enhanced Training Practice Primary Care Trinity Hospice and Palliative Care Services
Programme(s) reviewed: Programme: Nursing associate Title of programme: FdSc Nursing Associate Programme start date: 20 January 2020 Academic level(s): England, Wales, Northern Ireland: Level 5 Programme: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate Programme start date: 20 January 2020 Academic level(s): England, Wales, Northern Ireland: Level 5	

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

Date of approval	26 September 2019
QA visitor(s):	Registrant Visitor: Lesley Saunders Lay Visitor: Jennifer Dye

Summary of review and findings
University of Central Lancashire (UCLAN) has presented pre-registration nursing associate programme documentation for the approval of a full-time direct entry two-year undergraduate foundation degree (FdSc nursing associate) with registration with the Nursing and Midwifery Council (NMC) and a full-time two-year higher apprenticeship nursing associate (HANA), incorporating an award of FdSc nursing associate. Programme documentation confirms evidence of effective partnership working between UCLAN and key stakeholders. The programme is developed in consultation with practice learning partners (PLPs), students and service users and carers (SUC). Programme documentation for both routes is comprehensively described. The programme demonstrates currency and innovation. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level. Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. The programme team confirm following discussions with PLPs that students who are about to complete their first year of the current Health Education England (HEE) FdSc programme will transfer directly onto the second year of the new programme. Transfer to the new programme and to the SSSA will occur from January 2020. The programme is recommended to the NMC for approval subject to three specific conditions. One recommendation was made. The university made three conditions and four recommendations. Updated 24 October 2019: Documentation is provided to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met

Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: UCLAN must provide an implementation plan demonstrating inter-professional learning (IPL) and working in theory and in practice programme delivery (Standards framework for nursing and midwifery education (SFNME) R1.13; Standards for pre-registration nursing associate programmes (SPRNAP) R2.1) **Selection, admission and progression:** None identified **Practice learning:** Condition two: UCLAN must amend student facing documentation defining protected learning time and expectations for achieving protected learning time in external placements and the remainder of the required programme hours for students on the higher apprenticeship nursing associate route. (SFNME R2.2, R3.2; SPRNAP R3.5) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition three: UCLAN must amend all programme documentation to reflect the title of nursing associate (SFNME R2.1; SPRNAP R2.1) Condition four: Provide evidence that the requirements of the NMC have been fulfilled. (University condition) Condition five: Update the course resource audit form to provide assurance of the availability and parity of resources at Preston, Burnley and Westlakes campuses. (University condition) Condition six: Address documentary issues concerning typographical and grammatical errors identified by the panel. (University condition)
Date condition(s) to be met:	24 October 2019

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Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to consider developing SUC involvement across all three campuses used for delivery of the nursing associate programme. (SFNME R1.12, SPRNAP R2.1)
	Recommendation two: Provide students with further detail on the role of the work-based education tutor, for example by updating the course handbook. (University recommendation)
	Recommendation three: Consider amending the entry criteria to provide greater clarity as to when a new disclosure and barring service (DBS) check is required, and in what circumstances an existing DBS check would be acceptable. (University recommendation)
	Recommendation four: In order to ensure that due consideration is given to the resourcing and capacity of the community engagement support and service users (Comensus) organisation, that the school address this on the course resource audit form for any future approval of courses that require service user and carer involvement. (University recommendation)
	Recommendation five: That the university review the academic regulations in light of the increasing use of larger credit modules (for example, the impact upon students' profile should regulations on unfair means to enhance performance be invoked. (University recommendation)
Focused areas for future monitoring:	IPL and working in theory and in practice programme delivery.
	Nursing associate students on the HANA route are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements.
	SUC involvement across all three campuses used for delivery of the nursing associate programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: UCLAN has provided documentation to meet the NMC conditions and the university conditions. There's an implementation plan demonstrating IPL and working in theory and in practice programme delivery. There's oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions. An amended planner and student facing documentation defining protected learning time and expectations for achieving protected learning time in external placements and the remainder of the required programme hours for students on the higher apprenticeship nursing associate route is provided. All other documents are amended to reflect the title of nursing associate. Documents are updated correcting typological errors and to meet the three university conditions. The conditions are met.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	24 October 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing associate programmes (NMC, 2018)* *Standards of proficiency for nursing associates (NMC, 2018)* *Standards framework for nursing and midwifery education (NMC, 2018)*

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with

and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

 R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

 R7.9 communication and collaboration between practice and academic assessors

is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
 R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

We found strong evidence of effective partnerships at all levels between UCLAN, PLPs, SUC and students. There's evidence of a strong collaborative process in developing the new programme. PLPs describe UCLAN as a proactive organisation that engages fully with them for developing the new programme. Programme documentation and the approval process demonstrate there are effective partnership arrangements for maintaining learning environments and for effective support of practice supervisors and practice assessors.

SUCs tell us relationships with, and support from, the programme team are very positive and their activities are valued by students and the academic team. SUCs identify involvement in programme delivery and assessments through simulation learning, where their feedback on student performance is actively sought. SUCs are identified as co-producers of interview questions and SUCs confirm their involvement in this. PLPs and the approved education institution (AEI) staff are responsible for interviewing applicants. Equality and diversity training is available for those service users who are engaged in selection and recruitment. SUCs have opportunity to comment on the development of the programme and are to be included in the programme development team going forward. There is evidence in practice assessment documentation (PAD) of SUC involvement in the assessment of students formatively during simulation based learning and practice. Students do not report SUCs' input into their teaching, simulation based learning and practice assessments. However, the AEI give examples of where this will occur in the programme. (Recommendation one) (SFNME R1.12 SPRNAP R2.1)

Students on the existing HEE pre-registration nursing associate programme speak positively about their programme and support from UCLAN. Students say they're consulted on the development of the new programme and their involvement has resulted in changes to the new programme. Students who are about to complete their first year of the current FdSc programme will be transferred directly onto the second year of the new programme. They confirm being prepared for this and are anticipating a smooth transfer to the new programme. Programme learning outcomes, modules and proficiencies are mapped and meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions. The programme team are unable to provide evidence of working with service providers to demonstrate and promote IPL and working. This must be addressed. (Condition one)

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

Not Met

There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions. (Condition one)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions.

Condition one: UCLAN must provide an implementation plan demonstrating IPL and working in theory and in practice programme delivery. (SFNME R1.13; SPRNAP R2.1)

Students are unclear about SUC input into their teaching, simulation based learning and practice assessments. However, the AEI give examples of where this will occur in the programme.

Recommendation one: The programme team are advised to consider developing SUC involvement across all three campuses used for delivery of the nursing associate programme. (SFNME R1.12, SPRNAP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The programme team has provided a nursing associate programme IPL implementation plan to demonstrate IPL and working in theory and programme delivery.

Evidence
Nursing associate programme IPL implementation plan version three, 22 October 2019

Condition one is met.

Date condition(s) met: 24 October 2019

Revised outcome after condition(s) met:

Met

Condition one is met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

outcomes

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency

criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. Programme documentation and the approval process confirm up to a maximum of 50 percent of recognition of prior learning (RPL) can be accredited. This maximum limit of 50 percent does not apply to applicants who are currently a NMC registered nurse without restrictions on their practice. Students can apply for RPL through completing an RPL claim form and submitting supporting evidence for theoretical and/or practice learning outcomes and hours. The claim form and portfolio are mapped against the Standards of proficiency for nursing associates. There is an internal moderation process through an RPL panel. Guidance is provided to candidates on how to complete the RPL claim and all RPL claims are seen by an external examiner before commencing the programme.

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

Met

R1.6 is met. Programme documentation and the approval process confirm the criteria for admission to the pre-registration nursing associate programme meet NMC numeracy and literacy requirements. Students are required to have general certificate of school education (GCSE) grade four or above in English and mathematics or equivalent. There are a range of support mechanisms available to prospective and current students for numeracy, literacy, digital and technological literacy. The programme team confirm these include access for students to clinicalskills.net and Sim Street, UCLAN's online eLearning resource. Students are supported through portfolio development on One Note and through university student support services such as the workshop interactions for student enhancement and review (WISER) and the library. Students confirm they have access to the SN@P numeracy resource online and can receive regular help to develop these skills in practice through eLearning resources and medicines management exercises. Additional support resources are signposted in the programme handbook. The ongoing achievement record (OAR) and practice assessment document (PAD) record practice experiences and module learning outcomes related to numeracy, digital and technological literacy relevant to NMC proficiencies.

Proposed transfer of current students to the programme under review

There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

Met

The programme team confirm, following discussions with PLPs and students, that students who are about to complete their first year of the current HEE FdSc programme will transfer directly onto the second year of the new programme. The transfer to the new programme and to the SSSA will occur from January 2020. Any students on interrupted studies will return to the new programme and have programme outcomes mapped to the new Standards.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and</u>

midwifery education relevant to selection, admission and progression are met   *Yes*

Outcome

Is the standard met? *Met* **Date:** *26 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 2 Curriculum

Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education R2.2 comply with the NMC Standards for student supervision and assessment R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates. R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions. (Condition one)

Programme documentation repeatedly refers to nurse associate when the protected title is nursing associate. (Condition three)

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping has been undertaken to show how the curriculum and practice learning content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.3)

Yes

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

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

Met

R2.4 is met. Documentation and the approval process confirm the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing programme. There's evidence of programme design illustrating the breadth of nursing contexts across the lifespan. The breadth of nursing context will be enhanced with additional input from learning disabilities academic expertise. Students confirm they experience a variety of non-field specific learning environments across the lifespan. The approval visit confirms the AEI and PLPs monitor students' practice learning ensuring they experience a variety of contexts and across lifespan settings.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:
- the programme meets NMC requirements on programme hours and

programme length;
- programmed learning is sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates. (R2.6)

Met

R2.6 is met. Programme documentation and the approval process confirms the programme meets NMC requirements on programme hours and programme length. Programme learning is sufficient to allow students to meet the Standards of proficiency for nursing associates. Students on the full-time direct entry FdSc route are placed in practice learning via the university practice placement model. Students on the HANA route have practice placement time managed by the university work based learning team (WBLT) and PLPs use e-rostering to monitor student placement hours. Programme and practice learning opportunities enable students to meet the Standards of proficiency for nursing associates.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Met

R2.7 is met. Programme documentation and the approval visit demonstrates an equal balance of theory and practice learning is detailed in the designated hours in module descriptors and practice learning allocations. PLPs use e-rostering to monitor apprentice students' hours. The university practice placement model is the online practice assessment record and evaluation (OPARE). It is used to allocate and monitor placement hours for students. Both routes have their work-based learning (the term UCLAN uses for practice learning) managed by the university WBLT and the academic team. The hours for both routes are recorded on the OPARE system. Module aims and descriptors reflect the Standards and proficiencies. The programme team and students describe a range of learning and teaching strategies including simulation and scenario based learning. Students confirm using reflection, critical reading, enquiry based learning activities, directed study, discussion groups, role playing and digital resources to achieve Standards and proficiencies in both practice settings and in the university.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

No

There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions. (Condition one)

Programme documentation repeatedly refers to nurse associate when the protected title is nursing associate. (Condition three)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

There is no evidence of oversight and monitoring of the programme linked to theory and practice for IPL opportunities with wider health professions.

Condition one: UCLAN must provide an implementation plan demonstrating IPL and working in theory and in practice programme delivery. (SFNME R1.13; SPRNAP R2.1)

Programme documentation repeatedly refers to nurse associate when the protected title is nursing associate.

Condition three: UCLAN must amend all programme documentation to reflect the title of nursing associate. (SFNME R2.1; SPRNAP R2.1)

Date: *26 September 2019*

Post Event Review

Identify how the condition is met:

Condition one: The programme team has provided a nursing associate programme IPL implementation plan to demonstrate IPL and working in theory and programme delivery.

Evidence
Nursing associate programme IPL implementation plan version three, 22 October 2019

Condition one is met.

Condition three: The programme team has amended all programme documentation to reflect the title of nursing associate.

Evidence
FdSc nursing associate handbook, 22 October 2019
Nursing associate apprenticeship programme planner, 22 October 2019
Faculty of health and wellbeing work based learning handbook version three, 22 October 2019
FdSc nursing associate programme specification version four, 22 October 2019
Module descriptors for FdSc nursing associate combined version five, 22 October 2019
Commitment statement template version two, 22 October 2019

Condition three is met.

Date condition(s) met: 24 October 2019

Revised outcome after condition(s) met:

Met

Condition one is met.
Condition three is met.

Standard 3 Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R3.1 is met. Practice learning opportunities are fully outlined in the programme documentation and indicate they allow students to deliver safe and effective care and to meet the Standards of proficiency for nursing associates across a diverse range of contexts and across the lifespan. PLPs and the AEI describe effective communication and collaborative working to ensure each student is able to access a range of appropriate practice settings to facilitate the achievement of proficiencies. Students confirm the range and variety of practice learning environments and confirm processes and support from UCLAN and PLPs in escalating concerns. Documentation shows signed practice learning agreements with PLPs. Meetings take place between UCLAN and PLPs to ensure adequate placement capacity to allow students experience across the lifespan and in a variety of settings. UCLAN and PLPs have robust processes for considering any fitness to practice issues for students. Documentary evidence shows processes for escalating concerns are communicated to students and they confirm support for this.

There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

Met

R3.2 is met. Programme documentation and the approval process outline initiatives ensuring students experience a variety of practice learning environments which are of appropriate quality. PLPs tell us they work collaboratively in a system wide approach; they describe how they facilitate the individual student to access a range of settings across the lifespan. For students on the apprenticeship route PLPs operate a swap system. This allows students from hospices and general practitioner (GP) practices to have access to the variety of practice placements required during their external placements. We find practice learning experiences will prepare students to meet the holistic needs of people of all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. Auditing practice placements is carried out on a two yearly cycle and recorded by the university in conjunction with PLPs. Students confirm undertaking practice evaluations in each practice area to further inform this process. Discussion regarding audit and evaluations take place at meetings between

UCLAN and PLPs where action plans can be set and practice areas suspended if required. Any issues raised are investigated and appropriately addressed through a placement concern process. The programme team tell us a 'nurse educator' is employed to support practice placements further afield. UCLAN has placement agreements with PLPs.

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

Met

R3.3 is met. Programme documentation and the approval process confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme development team provide examples of their high fidelity clinical simulation equipment, including simulation manikins which represent SUCs across the lifespan. The AEI has invested in equipment and other learning support to ensure parity across sites which includes technical support staff. Additional library and support facilities are available across sites.

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

Met

R3.4 is met. Programme documentation and the approval process demonstrates processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning. Reasonable adjustments are made for students with disabilities at the beginning of the programme, and reasonable adjustments are made for students who are diagnosed with a disability during the programme. PLPs are clear on processes for students who may need to suspend their studies due to disability, illness or a change in personal circumstances. Students confirm processes for reasonable adjustments and consideration of personal circumstances including carer responsibilities.

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)

Not Met

R3.5 is not met. There is evidence apprenticeship route students will be released for a minimum of 20 percent of the programme for academic study, however it is unclear how protected learning time is assured for students undertaking the work-placed learning route (option B). The programme team, PLPs and students are unable to confirm students will be released for a minimum of 20 percent of programme time for protected learning time in external practice placements to enable them to develop the breadth of experience required for a generic role. This must be addressed. (Condition two) Students on the direct entry route will be supernumerary for their practice learning experiences throughout.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

No

There's no evidence students will be released for a minimum of 20 percent of programme time for protected learning time in external practice placements to enable them to develop the breadth of experience required for a generic role. (Condition two)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met?

Not Met

There's no evidence students will be released for a minimum of 20 percent of programme time for protected learning time in external practice placements to enable them to develop the breadth of experience required for a generic role.

Condition two: UCLAN must amend student facing documentation defining protected learning time and expectations for achieving protected learning time in external placements and the remainder of the required programme hours for

students on the higher apprenticeship nursing associate route. (SFNME R2.2, R3.2; SPRNAP R3.5)

Date: *26 September 2019*

Post Event Review

Identify how the condition is met:

Condition two: An amended planner and work-based learning handbook are provided defining protected learning time and expectations for achieving protected learning time in external placements and the remainder of the required programme hours for students on the higher apprenticeship nursing associate route.

Evidence:
Nursing associate apprenticeship programme planner, 22 October 2019
Faculty of health and wellbeing work-based learning handbook version three, 22 October 2019

Condition two is met.

Date condition(s) met: 24 October 2019

Revised outcome after condition(s) met:

Met

Condition two is met.

Standard 4 Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse or registered

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MOTT MACDONALD

nursing associate responsible for directing the education programme

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Programme documentation and the approval process confirm UCLAN and PLPs have developed and agreed guidelines on how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. The programme team and PLPs tell us of a range of regular meetings which cover both

strategic and operational agendas. There are monthly meetings to consider programme governance between UCLAN and PLPs plus quarterly apprenticeship route specific meetings.

The programme team have developed a series of academic development sessions for teaching staff employed by UCLAN to undertake the role of academic assessor. UCLAN and PLPs will ensure the development and continued support of appropriately qualified and experienced healthcare professionals to supervise students in practice. UCLAN and PLPs are rolling out preparation and training sessions covering a wide range of topics including evidence-based teaching, how to enhance the student experience and formative assessment and feedback. The PAD shows evidence of accountability and partnership between PLPs and UCLAN.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. The roles of practice supervisor and practice assessor are fully outlined in programme documentation. PLPs tell us they understand requirements to meet the SSSA. The programme team say PLPs will identify registered nurses who have the appropriate skills to become a practice assessor. PLPs confirm they're preparing for transition and to support pre-registration nursing associate students. The programme team is working closely with PLPs to develop and roll out a programme of preparation for practice supervisors and practice assessors. A range of delivery methods are being used including a two and a half day training for practice assessors. Healthcare professionals who have completed practice supervisor training and registered nurses who have completed specific preparation for practice assessor complete a self-declaration form. This is logged with PLPs and enables appropriate allocation of practice supervisors and a practice assessor to each student. Preparation materials are stored on OPARE and can be accessed by practice learning staff. All practice supervisors must complete equality and diversity training provided by their employer. An up-to-date register of practice supervisors will be maintained by each practice partner organisation in line with local policies and procedures.

The programme team confirm arrangements for the preparation of academic assessors. Development sessions for identified academic assessors are arranged. A different academic assessor will be allocated for each part of the programme.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for

directing the education programme. (R4.3)

Yes

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

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

Met

R4.4 is met. Documentary evidence and discussion at the approval visit demonstrates there are processes in place to provide students with feedback throughout the programme to support their development. UCLAN have a formative and summative assessment strategy. Academic assessments are varied and include poster presentations, examinations, essays, reflective writing and Vlogs. Students are clear that both formative and summative assessment opportunities are available and they confirm constructive feedback occurs in a timely manner. Students say they have an academic advisor throughout the programme who ensures they get feedback throughout the programme and opportunity to discuss their learning needs. Students identify a range of formative assessment approaches such as quizzes and discussion pages on Blackboard. The PAD provides opportunity for service users, carers, practice supervisors, practice assessors and other healthcare professionals (HCPs) to give students feedback. External examiners sample, review and report on assessment for both theory and practice.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)

Met

R4.5 is met. Documentation and the approval process confirm comprehensive mapping documents for students to meet the Standards of proficiency for nursing associates and the programme outcomes. PLPs and UCLAN work together to meet the Standards of proficiency for nursing associates. PLPs and academic staff are working together to address training needs to support students to achieve proficiencies.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of

medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

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

Yes

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

Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* **Date:** *26 September 2019*
Post Event Review
Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

Yes

Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all

NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

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

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

 Yes

Outcome

Is the standard met?

Met

Date: *26 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation:	

Programme team presentation to the approval panel, 26 September 2019
NMC register check for programme leaders and external examiners

Post visit evidence:
Nursing associate programme IPL implementation plan version three, undated
FdSc nursing associate handbook, 22 October 2019
Nursing associate apprenticeship programme planner, 22 October 2019
Faculty of health and wellbeing work based learning handbook version three, 22 October 2019
FdSc nursing associate programme specification version four, 2019
Module descriptors for FdSc nursing associate combined version two, 2019
Commitment statement template version two, 22 October 2019
Course resource audit form, 22 October 2019
Module descriptors for FdSc nursing associate, 22 October 2019

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

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Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two students from the HEE nursing associate programme (first year of study). Four students from the HEE nursing associate programme (second year of study).	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No

Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
Care quality commission (CQC) report Blackpool Teaching Hospitals NHS Foundation Trust, 22 March 2018 CQC report Leeds Teaching Hospitals NHS Foundation Trust, 15 February 2019 CQC report North West Boroughs Healthcare NHS Foundation Trust, 10 October 2018 CQC report Royal Preston Hospital, 29 April 2019 CQC report St Helens and Knowsley Teaching Hospitals NHS Trust, 20 March 2019 CQC report University Hospitals Coventry and Warwickshire NHS Trust, 31 August 2018 CQC report Wrightington, Wigan and Leigh NHS Foundation Trust, 9 March 2018	
If you stated no to any of the above, please provide the reason and mitigation Not required as UCLAN is an established AEI.	
Additional comments:	

Issue record			
Final Report			
Author	Lesley Saunders Jennifer Dye	Date	28 September 2019
Checked by	Monica Murphy	Date	1 November 2019
Approved by	Leeann Greer	Date	6 November 2019
Submitted by	Amy Young	Date	7 November 2019