Programme Major Modification report

Section one

Programme provider name:	University of Hull
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Hull University Teaching Hospitals NHS Trust Humber Teaching NHS Foundation Trust Private, voluntary and independent healthcare providers
Programme reviewed: *This is the NMC programme title(s)*	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)*	Foundation Degree in Health and Social Care (Nursing Associate) Foundation Degree in Health and Social Care (Nursing Associate) Apprenticeship
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A
Academic level of current programme:	
Pre-registration nursing associate	England ☒ Level 5

Nursing associate apprenticeship	England ☒ Level 5
Academic levels of modified/additional programme(s)/route(s):	
Pre-registration nursing associate	England ☒ Level 5 ☐ N/A
Nursing associate apprenticeship	England ☒ Level 5 ☐ N/A
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	 20 September 2021 20 September 2021
Date of modification:	18 May 2021
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Liz Gormley-Fleming

Summary of review and findings
The faculty of nursing (the faculty) at the University of Hull (the university), an approved education institution (AEI), is seeking approval for modification to their pre-registration nursing associate (NA) programme. The NA programme was originally approved on 19 September 2019. The proposed modifications to the programme are developed in accordance with the Standards for pre-registration NA programmes (SPNAP) (NMC, 2018) and Standards of proficiency for NAs (SPNA) (NMC, 2018). The modifications won't result in substantive changes to the programme learning outcomes or methods of assessment. The approved programme has 12 theory-based credit bearing modules and non-credit bearing practice modules. The modification aims to consolidate the existing modules and introduces credit bearing practice modules. Five theory modules and four credit bearing practice modules are developed to replace the existing suite of modules. Change to the module learning outcomes is required as the proposed modification is seeking to align the pre-registration NA programme to part one and two of the university's pre-registration nursing programme. This is to enable employer demand to grow the registered nurse workforce. Apprentices and direct entry students who complete the pre-registration NA programme will be able to progress into the pre-registration nursing programme by direct entry into year two through the recognition of their prior learning. The university is part of the pan Midlands, Yorkshire and east of England practice learning group (MYEPLG). Learning in practice is assessed using the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The proposed modifications don't impact on this. Collaboration with practice learning partners (PLPs) is evidenced throughout this re-development. There are well developed structures in place in the faculty to engage service users and carers (SUCs) in the development and delivery of pre-registration programmes. Documentary evidence has identified existing relationships with PLPs and employer partners (EPs). Formal partnership arrangements are in place with existing PLPs and EPs. Approved EPs for the NA apprenticeship route are Hull University Teaching Hospitals NHS Trust, Humber Teaching NHS Foundation Trust, Care Plus Group, Navigo, Church Lane Medical Centre, East Hull Family Practice, Littlefield Surgery,

Woodford Medical Centre, Holderness Health, Riverside Surgery, James Alexander Family Practice, Joseph Rowntree Housing Trust – The Oaks and Lamel Beeches, Haxby - Kingswood Surgery, Raj Medical Centre, Roxton Practice, St Hugh's Hospital, Trent View Medical Practice and Wolseley Medical Centre.

The programme doesn't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as a condition applies.

The programme continues to meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The programme modification is recommended for approval subject to one NMC condition.

Updated 15 June 2021:

The AEI has submitted evidence that confirms the NMC condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:**

	Condition one: The AEI must have signed memorandum of commitment from new EPs intending to send students on the apprenticeship route. (SFNME R2.5) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	15 June 2021
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Implementation of protected learning time.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions The AEI has provided documentation from the employers of NA apprentices confirming that they support the programme and that they'll meet the requirement of protected learning time for students on the apprenticeship route. Condition one is met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	15 June 2021

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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* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence demonstrates effective partnership working with PLP organisations and EPs in the co-production of this modified programme. The request to modify this programme is led by the PLPs and EPs. They've been involved through the Humber partnership group, the future nurse curriculum implementation steering group and the faculty strategic partnership group. They'll continue to be involved in the design and development of the pre-registration NA programme through the curriculum review group.

There's a partnership strategy in place. This includes the strategic healthcare education partnership group and the MYEPLG. The England NAPAD is evidence of the national partnership. The OAR has been co-produced with the Midlands, Yorkshire, north east and east of England regional group who continue to support the NAPAD, OAR and the implementation of the SSSA across the region.

SUCs have been involved in discussion about the modification to this programme. Documentary evidence is provided to demonstrate this. The faculty has a monitoring system in place that monitors and maps to their SUC strategy to demonstrate SUC involvement.

Current students have been consulted and informed of the proposed changes through the programme committee. They've been made aware of the arrangements to transfer them to the modified programme using recognition of prior learning. PLPs have been made aware of this transfer and have agreed to it. This transfer applies to one cohort only.

The faculty has signed placement agreements with PLPs. In addition, EPs sign a memorandum of commitment. There's evidence of senior representation from PLPs and EPs engaging with the faculty through various fora. Existing EPs have signed a memorandum of commitment.

There are several new EPs who want to access this programme who haven't yet signed a memorandum of commitment. These agreements demonstrate commitment to the programme and the requirement of EPs to adhere to the

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protected learning time requirement, supernumerary status and that students are released for the required hours for academic study for the duration of the programme. Before the EPs can access this programme there needs to be evidence of a signed memorandum of commitment for each new EP. To approve proposed EPs, a condition is applied. (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*

MET ☐   NOT MET ☒

New EPs have yet to sign memorandum of commitment. New EPs need to confirm support for the programme and that their apprentices have protected learning time for the required programme hours.

Condition one: The AEI must have signed memorandum of commitment from new EPs intending to send students on the apprenticeship route. (SFNME R2.5)

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 ☒   NOT MET ☐

Post Event Review

Identify how the condition(s) is met:

Condition one: The AEI has provided documentation from the employers of NA apprentices confirming that they support the programme and that they'll meet the requirement of protected learning time for students on the apprenticeship route.

Condition one is met.

Evidence:
James Alexander Family Practice EP commitment statement, June 2021
St. Hugh's Hospital EP commitment statement, June 2021
Haxby - Kingswood Surgery EP commitment statement, June 2021
Holderness Health EP commitment statement, June 2021
Joseph Rowntree Housing Trust - The Oaks EP commitment statement, June 2021
Joseph Rowntree Housing Trust - Lamel Beeches EP commitment statement, June 2021
Raj Medical Centre EP commitment statement, June 2021
Littlefield Surgery EP commitment statement, June 2021
Woodford Medical Centre EP commitment statement, June 2021
East Hull Family Practice EP commitment statement, June 2021
Trent View Medical Practice EP commitment statement, June 2021
Church Lane Medical Centre EP commitment statement, June 2021

| Riverside Surgery EP commitment statement, June 2021 |
| Roxton Practice EP commitment statement, June 2021 |
| Wolseley Medical Centre EP commitment statement, June 2021 |

| **Date condition(s) met:** 15 June 2021 |

| **Revised outcome after condition(s) met:** | **MET** ☒ | **NOT 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.

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged since original approval on 19 September 2019.

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

MET ☒   **NOT MET** ☐

R1.6 is met. Documentary evidence shows a clear strategy for the assessment and development of numeracy, literacy and digital and technology literacy skills. The proposed modifications to the NA programme demonstrate how and where these skills are met within the proficiencies for NAs and the relevant programme and modified module learning outcomes.

The modified programme is developed to support students to develop these skills in each year of the programme. This is evident in the module specifications. All modules are supported by the virtual learning environment. Assessments for both theory and practice are submitted electronically with some assessments completed online.

The university is seeking to become a beacon site for Public Health England 'all of our health'. This learning platform will provide an additional opportunity for students to access online learning resources. The university skills team continue to provide support for module teams and students to embed digital skills in learning and teaching.

Students have access to Health Education England's e-learning for health platform and access mandatory learning here. This includes safeguarding adult and child and information sharing.

Summative assessment of numeracy happens at each stage of the programme. This is an unseen assessment with threshold score identified in the relevant module specifications. Online numeracy and medication management packages are used to support numeracy and digital and technological literacy.

All modules assess literacy skills. The first module in this modified programme is focused on academic skill development, research skills and reflection. Students complete an electronic portfolio which further develops their digital and technological literacy skills.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met
YES ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐

Date: 18 May 2021

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

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

R2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

R2.6.2 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)

R2.6.3 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 <u>evaluative summary</u> 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. The revised modules are developed to be non-field specific and enable students to have experience across the lifespan in a variety of settings. The four fields of nursing practice are represented in the programme team and this is evidenced on their curricula vitae. Clinical educators and nurse specialists also contribute to the delivery of theory.

A mapping document outlines the practice placements for students and evidences that this programme requirement is met. There's a wide variety of placements available that enable students to get the breadth of placement learning required in a variety of settings. The students on the apprenticeship route spend a proportion of their time in their place of employment.

Oversight of programme requirements for placement learning is maintained by the programme director and intake lead. This process ensures that all students have access to the placements required for this programme.

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

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- 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 <u>evaluative summary</u> 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. The NA programme offers two routes: an apprenticeship and a self-funded (direct entry) route. Both are two years in length. The programme specification details the theory and practice hours and the duration of the programme. This documentary evidence confirms that the programme length meets the NMC minimum requirement of 2,300 hours.

There are 60 academic credits for theory and 60 academic credits for practice in each year of the modified programme. Students who complete this programme undertake 2,420 hours of theory and practice learning. This meets the NMC requirement for no less that 50 percent of the minimum programme hours required of nursing degree programmes. This enables students to meet the SPNA.

- 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. The modified programme structure demonstrates an equal balance between theory and practice. The programme structure shows the number of theory and practice modules and the associated academic credit. 50 percent of the academic credit is attached to the theory-based modules and 50 percent is now awarded to practice based learning. The modified programme has five theory

modules and four practice modules. This is detailed in the module specifications and programme specification.

The module and programme specifications provide detail of the learning and teaching strategies and assessment methodology used. Students are exposed to a variety of assessment types. Feedback is given for both formative and summative assessments.

The modified module descriptors are at the appropriate academic level enabling students to achieve the qualification aim.

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: 18 May 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 3: Practice learning

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

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

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

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

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

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

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 <u>evaluative summary</u> 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. Unchanged since original approval on 19 September 2019.

- 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. Unchanged since original approval on 19 September 2019.

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

MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged since original approval on 19 September 2019.

- 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. Unchanged since original approval on 19 September 2019.

- 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 met. Unchanged since original approval on 19 September 2019.

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 18 May 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

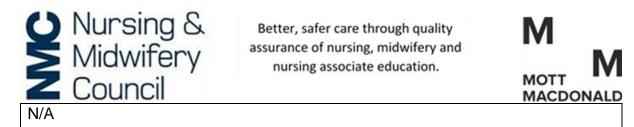| **Standard 4: Supervision and assessment** |
| --- |
| **Approved education institutions, together with practice learning partners, must:**

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 <u>evaluative summary</u> 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. Unchanged since original approval on 19 September 2019.

- 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. Unchanged since original approval on 19 September 2019.

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 <u>evaluative summary</u> 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. Unchanged since original approval on 19 September 2019.

- 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. Unchanged since original approval on 19 September 2019.

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: 18 May 2021

Post event review
Identify how the condition(s) is met:

N/A

| **Date condition(s) met:** |

N/A

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

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

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
  YES ☐ **NO** ☐ **N/A** ☒

There's no fall back award with registration as a NA.

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Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met	**YES** ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 18 May 2021	

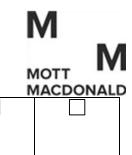| **Post event review** |
|---|
| **Identify how the condition(s) is met:** |
| N/A |
| **Date condition(s) met:** |
| N/A |
| **Revised outcome after condition(s) met:**   **MET** ☐   **NOT MET** ☐ |
| N/A |

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	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☐	☒
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐

If you stated no above, please provide the reason and mitigation:
There's no further education information relevant to this modification.

List additional documentation:
Placement mapping September 2019 cohort, 2019
Trainee nursing associate (TNA) timesheet workbook, 2019
TNA selection interview record, 2020
Humberside partnership for NA job description, 2019
Expression of interest TNA apprenticeships, 2019
Interview information pack (TNA), 2019

Post visit documentation:
James Alexander Family Practice EP commitment statement, June 2021
St. Hugh's Hospital EP commitment statement, June 2021
Haxby - Kingswood Surgery EP commitment statement, June 2021
Holderness Health EP commitment statement, June 2021
Joseph Rowntree Housing Trust - The Oaks EP commitment statement, June 2021
Joseph Rowntree Housing Trust - Lamel Beeches EP commitment statement, June 2021
Raj Medical Centre EP commitment statement, June 2021
Littlefield Surgery EP commitment statement, June 2021
Woodford Medical Centre EP commitment statement, June 2021
East Hull Family Practice EP commitment statement, June 2021
Trent View Medical Practice EP commitment statement, June 2021
Church Lane Medical Centre EP commitment statement, June 2021
Riverside Surgery EP commitment statement, June 2021
Roxton Practice EP commitment statement, June 2021
Wolseley Medical Centre EP commitment statement, June 2021

Additional comments:
None identified.

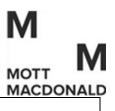**During the event the visitor(s) met the following groups:**

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☐	☒
HE/FE college senior managers, if relevant	☐	☒

Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☐	☒
Practice leads/practice supervisors/practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
Service users and carers	☐	☒
If you stated no to any of the above, please provide the reason and mitigation Desktop modification with no requirement to meet with stakeholders.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Leicestershire Partnership NHS Trust Care Quality Commission (CQC) quality report, 9 August 2019 Lincolnshire Community Health Services NHS Trust CQC inspection report, 27 September 2018 United Lincolnshire Hospitals NHS Trust CQC inspection report, 17 October 2019		
If you stated no to any of the above, please provide the reason and mitigation: The university is an established AEI. Visits to resources aren't required.		
Additional comments:		

None identified.

Mott MacDonald Group Disclaimer

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

Issue record			
Final Report			
Author(s):	Liz Gormley-Fleming	Date:	18 May 2021
Checked by:	Ian Felstead-Watts	Date:	3 June 2021
Submitted by:	Amy Young	Date:	15 July 2021
Approved by:	Leeann Greer	Date:	16 July 2021