

Programme Major Modification report

Section one

Programme provider name:	The Open University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Imperial College Healthcare NHS Trust Northamptonshire Healthcare NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>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)</i>	Foundation degree in nursing associate practice (apprenticeship)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	
Additional AEI programme title(s) if applicable: <i>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</i>	X20 Foundation degree in nursing associate practice
Academic level of current programme:	

Pre-registration nursing associate	England <input type="checkbox"/> Level 5		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5		
Academic levels of modified/additional programme(s)/route(s):			
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	3 September 2019		
Date(s) of NMC approval of any modifications since last approval:	30 July 2020		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>2 October 2021</td> </tr> <tr> <td> </td> </tr> </table>	2 October 2021	
2 October 2021			
Date of modification:	17 June 2021		
Type of modification:	Visit		
QA visitor(s):	Registrant visitor: Karen M Hibbert		

Section two

Summary of review and findings

The Open University (OU) is an established approved education institution (AEI). The OU, school of health, wellbeing and social care has submitted documentation to support a major modification to the existing foundation degree in nursing associate practice (NA) (apprenticeship) programme approved by the Nursing and Midwifery Council (NMC) on 3 September 2019. The original programme underwent a major modification approved by the NMC on 30 July 2020, which amended the programme structure. This programme is delivered via a distance learning model.

The major modification is to include a direct entry route to the existing foundation degree in NA practice. The direct entry route programme title is X20 Foundation degree in nursing associate practice.

The major modification visit was undertaken via remote means due to COVID-19.

The direct entry route for the OU is defined as four specific funding streams:

- i. Self-funded (for example with student loan) and employed by a healthcare organisation for the duration of the programme.
- ii. Employer funded and employed by a healthcare organisation for the duration of the programme.
- iii. Self-funded and supported by an employer for the duration of the programme (not employed). Contract as a trainee NA.
- iv. Employer funded and supported by an employer for the duration of the programme (not employed). Contract as a trainee NA.

The direct entry route has been requested by a new practice learning partner (PLP), Imperial College Healthcare NHS Trust (ICHNHST). Although the OU provide examples of agreements that the partner will sign, there's currently no practice learning agreement in place with ICHNST.

PLPs confirm there's effective partnership working with the OU in both theory and practice. PLPs tell us they have regular meetings with the OU at strategic and operational level. There are formal partnership agreements in place for current PLPs.

The programme team and PLPs tell us that this direct entry model enables employers who don't wish to draw down the apprenticeship levy to support students wishing to undertake the NA programme.

Programme documentation indicates the programme is designed to meet the NMC

(2018) standards specifically the Standards for pre-registration NA programmes (SPNAP) (NMC, 2018), Standards of proficiency for NAs (SPNA) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018).

The OU use the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The NAPAD is mapped to the SPNA and programme outcomes.

The OU in partnership with PLPs confirm any issues which arise from Care Quality Commission (CQC) quality and inspection reviews, which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as one condition is applied.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition. The NMC and university made two joint recommendations.

Updated 9 July 2021:

Evidence is provided to meet the one NMC condition. The condition and related standard/requirements are now met.

The SFNME is met at programme level.

The programme is recommended for NMC 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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must provide a written placement agreement with the associated PLPs (Imperial Healthcare NHS Trust) to support the NA direct entry programme intentions. (SFNME R2.1)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
<p>Date condition(s) to be met:</p>	<p>23 July 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The development and publicising of a brief orientation document for the practice areas to include, for example a glossary of terms and a curriculum overview. (SSSA R1.4) (NMC and university recommendation)</p> <p>Recommendation two: To continue with the developments around the further engagement of service user involvement in the recruitment and selection process. (SFNME R1.12) (NMC and university recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Engagement of service users within the recruitment process.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions</p> <p>Condition one: The signed Practice placement agreement between OU and ICHNHST has been provided. Condition one is met. SFNME R2.1 is met.</p>

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	9 July 2021

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

We find effective working relationships between the OU, PLPs and students. Senior representatives from the PLPs tell us of the partnership arrangements they have with the OU. They confirm there are practice learning agreements in place with the OU and contracts to support a work-based learning model. Although ICHNHST tells about their partnership working with the OU and gives assurance that the SSSA standards are met, there's no signed practice placement agreement in place with the OU. (Condition one)

There's a joint approach to recruiting to the programme and management of its delivery involving PLPs and service user and carers (SUCs). Documentary evidence clearly articulates the involvement of SUCs within recruitment and the programme delivery. SUCs have developed resources as experts by experience, for the programme, some of these are shared with the panel.

Although there's evidence of SUCs involvement in the recruitment processes, the programme team tell us there's currently a review being undertaken, to identify ways to increase the SUC input to recruitment. (Recommendation two)

Documentary evidence, senior PLP representatives and the programme team identify partnership working and collaborative programme development. For

example, the development of a module involves practitioners, students, SUCs and academics.

Documentary evidence and discussion at the modification visit confirms there are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for NA students specified in the SPNAP and SSSA.

Fitness to practise concerns about a student are managed in partnership between the OU and PLPs.

PLPs, practice assessors and practice supervisors confirm that educational audits are in place for practice placement areas allocated to OU students. The programme team and PLPs tell us of robust communication with other AEs in the region to share information on CQC reporting and audit outcomes.

Practice tutors (academic assessors) support students in the practice learning environment.

Tripartite meetings take place in the practice learning environment between students, practice tutors and practice assessors at the beginning, mid-point and end point of each practice placement. PLPs tell us about their close working partnership with the OU with regards to practice learning, the allocation of placements, practice assessment and placement evaluation.

Students we met from the existing NA apprenticeship programme tell us they like the flexibility and support the OU programme offers them. They describe how they manage their employment, home life and programme time. They confirm that there are processes in place with PLPs and the OU for evaluation of their programme and practice learning experiences. Students agree they're consulted regarding programme improvements, through their individual reviews and through module evaluation.

Some students, practice supervisors and practice assessors appeared confused by some of the role titles used by the OU. One practice supervisor explained they'd been allocated a student at a short notice and had to learn about the OU quite quickly. Although the practice supervisor felt supported they'd have found a brief overview of the programme and a glossary of terms used helpful. This suggestion was supported by students and other practice assessors.
(Recommendation 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

The AEI must provide a written placement agreement with the associated PLPs (Imperial Healthcare NHS Trust) to support the NA direct entry programme intentions. (SFNME R2.1)

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:

The signed Practice placement agreement between OU and ICHNHST has been provided. Condition one is met. SFNME R2.1 is met.

Evidence:

Placement Agreement Contract with ICHNHST, 29 June 2021

Date condition(s) met: 9 July 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' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.
- R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational

establishments and that any declarations are dealt with promptly, fairly and lawfully.

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

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

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

[Standards framework for nursing and midwifery education](#) specifically: R2.6, R2.7, R2.8, R2.10

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)
YES **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
YES **NO**
- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES **NO**
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

YES NO

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

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

MET NOT MET

R1.5 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

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

MET NOT MET

R2.4 is met. PLPs confirm providing practice placement learning opportunities that allow students to develop and meet the SPNA to deliver safe and effective care. The placement learning experiences enable the students to deliver care to a diverse range of people, across the lifespan and in a variety of settings. Students tell us that their theoretical and practice learning experiences in the nursing associate programme are varied and provide experiences across the lifespan and reflect the four fields of nursing.

PLPs, the programme team and the NAPAD identify how activity logs enable programme staff and PLPs to track student's experiences across the lifespan and in a variety of different settings. Students confirm that they're practice learning experiences have included care of adults and children with physical and mental health needs and care of people with learning disabilities. Students tell us that they're supported by their practice supervisors to follow patient journeys.

To develop the generic NA role, all modules include theoretical input and perspectives from the four fields of nursing practice. For example, the human biology module has a life span approach. The module on perspectives on health and illness takes a family centred approach to understand influences on transitional periods across the life course. In the NAPAD and in theory assessments, students are encouraged to examine case studies from across the life span.

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

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

YES NO

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

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

MET **NOT MET**

R2.6 is met. Documentary evidence and findings at the modification visit confirm that the programme is delivered over two years, 45 weeks per year totalling 2,300 hours. The programme includes 30 percent academic learning hours with 20 percent applying theory to practice learning hours. There's 50 percent of the curriculum hours for practice learning of which 20 percent is in spent in external practice learning experiences. This meets the NMC requirements for NA programmes and provides sufficient time for 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 programme structure demonstrates an equal balance of theory and practice learning and is sufficient to allow students to meet the SPNA. Both the programme specifications and module specifications illustrate the learning and teaching strategies that are employed for the students to achieve the programme outcomes in both theory and practice. Much of the learning is online but associate lecturers provide tuition and there are regular interactive tutorials. Practice tutors (academic assessors) support practice supervisors and facilitate practice learning and assessment.

Students tell us they're clear about what is expected from them. They feel well supported and have regular contact with the module tutors and academic assessors.

PLPs tell us that they allocate the practice placements in partnership with the OU to ensure the students have the required placement experiences. The students

confirm that they're accessing a variety of placements to achieve their practice hours.

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

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

MET **NOT MET**

R3.1 is met. Unchanged through this modification.

- 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 through this modification.

- 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 through this modification.

- 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 through this modification. Students confirm these processes are in place and tell us that they've experienced these.

- 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. There's evidence that students on the direct entry NA programme have protected learning time through option B and have supernumerary status while on placements away from their base placement. Option B means the students are released for 20 percent of the programme time for academic study and 20 percent of the programme time, which is assured protected learning time in external practice learning environments. This is confirmed by the programme team and PLPs.

The programme team, PLPs and students tell us protected learning time is closely monitored. Students tell us that they've not had any problems identifying protected learning time. Students confirm that they know how to raise concerns if they aren't getting their protected learning time. The formal agreements between the OU and PLPs include guarantees that the requirements for protected learning time are met and include details of the monitoring and recording of this at tripartite review meetings.

Students tell us that the practice facilitators and practice supervisors are very supportive in providing protected learning time and that they document the hours spent undertaking the different learning activities. Achievement of the protected learning hours for each student are recorded and monitored by the practice supervisors, practice assessors and academic assessors. Practice learning achievements are recorded in the NAPAD and OAR.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 17 June 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 4: Supervision and assessment

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

- R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate
- R4.8 ensure that there is equal weighting in the assessment of theory and practice, and
- R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates*.

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Unchanged through this modification.

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

MET **NOT MET**

R4.2 is met. The documentary evidence and finding from the modification visit provide assurance that PLPs are working closely with the OU on implementation plans which are underway to prepare and support staff for the roles of practice supervisors, practice assessors and academic assessors.

At the visit we're assured that PLPs and the OU are working collaboratively with other AEIs who share the same practice learning environments to prepare staff for the SSSA.

We're assured that each student is allocated an academic assessor for each part of the programme. The existing OU practice of annual recruitment and preparation of practice tutors means the OU is very well placed to provide academic

assessors. The OU confirm the processes that are in place for the training and ongoing support for the academic assessor role.

PLPs provided assurance that they've a clear understanding of their responsibilities in the development and monitoring of these roles.

The practice supervisors, practice assessors and academic assessors tell us they've all received preparation for their role and ongoing support.

The students, practice supervisors and practice assessors tell us that they feel well supported, however they're sometimes confused by the different titles used for tutors and would welcome a short overview of the programme as an aide memoir. (Recommendation one)

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

YES NO

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

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

MET NOT MET

R4.4 is met. Unchanged through this modification.

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

MET NOT MET

R4.5 is met. There's mapping of the foundation degree in NA practice to the curriculum and practice learning opportunities to ensure throughout the programme that students meet the SPNA. The NAPAD records student progress and learning in relation to the SPNA.

The NAPAD includes sections for students to provide reflections on their progress and performance along with several action plans, which enable them to focus on further development and on-going learning needs. The NAPAD provides templates for the student to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team.

Academic assessor responsibilities are well-defined in documentary evidence. Academic assessors make objective decisions about student progression and assessment in partnership with practice supervisors and practice assessors across the stages of the programme.

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 17 June 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.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 June 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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
The programme student handbook has links to core OU policies and information found in the university student handbook.		
There's no practice learning environment handbook. This information is detailed in the practice learning, supervisor and assessor handbook for the programme.		
There's no further education/higher education (FE/HE) college involved in this programme approval.		
An example practice placement agreement presented as evidence and contracts that the partners will sign. No practice learning agreement signed with ICHNHST. (Condition one)		
List additional documentation: Programme team presentation slides, 17 June 2021 Service user booklet version one, April 2020		
Condition evidence submitted post major modification visit: Placement Agreement Contract with ICHNHST, 29 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Foundation degree in NA practice, February 2020 x three Foundation degree in NA practice, October 2020 x two		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
This was a major modification for a direct entry route, the curriculum is unchanged from the major modification 30 July 2020. Documentation and discussions with the programme team clearly demonstrate the service user involvement in the programme. Service users participated in the programme approval.		
There's no FE/HE college involved in this programme modification.		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC reports: Bradford Teaching Hospital NHS Foundation Trust report published, 9 April 2020 Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust report, 19 February 2020 Edith Shaw Hospital report, 27 April 2021 Furness General Hospital report, 19 March 2020 ICHNHST report, 23 July 2019 John Munroe Hospital - Rudyard report, 27 April 2021 Leeds Teaching Hospitals NHS Trust report, 15 February 2019 Northamptonshire Healthcare NHS Foundation Trust report, 17 December 2019		

Portsmouth Hospital NHS Trust report, 30 January 2020
 Priory Hospital Arnold report, 5 May 2021
 Royal Cornwall Hospital NHS Trust reports, 20 September 2018, 26 February 2020
 Royal Infirmary Huddersfield report, 20 June 2018
 Sheffield Health and Social Care NHS Foundation Trust report, 30 April 2020
 Shrewsbury and Telford Hospital NHS Trust report, 8 April 2020
 Tees Esk and Wear Valley NHS Foundation Trust report, 3 March 2020
 The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust report, 16 December 2020
 The Royal Infirmary Huddersfield report, 20 June 2018
 University Hospital of North Midlands NHS Trust report, 14 February 2020
 Worcestershire Royal Hospital report, 19 February 2021
 Muckamore Abbey Hospital Review of leadership and governance, 31 July 2020

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

Practice visits aren't required for this major modification.
 The OU is an established AEI and provider of NMC programmes.

Additional comments:
 None identified.

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Karen Hibbert	Date:	23 June 2021
Checked by:	Pamela Page	Date:	24 June 2021
Submitted by:	Aman Dhanda	Date:	27 July 2021
Approved by:	Leeann Greer	Date:	30 July 2021