

Major Modification report

Section one

Programme provider name:	Solent University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Southern Health NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust University Hospital Southampton NHS Foundation Trust Solent NHS Trust Poole Hospital NHS Foundation Trust Portsmouth Hospitals NHS Trust Salisbury NHS Foundation Trust Isle of Wight NHS Trust Sussex Community NHS Foundation Trust Dorset Healthcare University NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
Provision(s) reviewed:	
<p>Provision: Nursing associate Title of current programme: FdSc Health & Social Care (Nursing Associate) Title of modified programme if changed: n/a Programme start date: 1 March 2021</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 5 Modified academic level(s), if applicable: n/a</p>	
Date of review	10 June 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Charmagne Barnes

Section two

Summary of review and findings

Solent University (SU), school of sport, health and social sciences, an approved education institution (AEI) has a two-year full-time foundation degree (FdSc) nursing associate (NA) programme (apprenticeship) in approval since 15 January 2020. The school present a major modification to the approved FdSc NA (apprenticeship entry), which is intended to be delivered as a two-year FdSc full-time NA employed route (non-apprenticeship entry). The programme is mapped against the Standards for pre-registration NA programmes (SPNAP) and Standards of proficiency for NAs (NMC, 2018).

The start of the programme is moved from September 2020 to March 2021 as the pandemic has led to service reconfigurations for practice learning partners (PLPs) who need time to be embedded. The decision to move the start date is taken jointly with all partners who confirm this at the approval visit.

SU have developed the programme for major modification through their existing partnership arrangements which include partners within NHS trusts in the geographical areas of Southampton, Poole and Dorset.

Students and service users say they're consulted on this modification and are included in the development of the previously approved FdSc (apprenticeship route). They say their suggestions are taken on board and changes made are cited at the modification visit.

Partnership working is evident through the Wessex NA partnership group, which includes other AEIs and partners in the region. Together, they've helped develop the approved England NA practice assessment document (NAPAD) and support its implementation at local level. There's a programme of training and development across the South via Health Education England (HEE) South, HEE Thames Valley, HEE Wessex and HEE Kent via appointed practice learning fellows, who support NHS organisations in the area to implement the Standards for student supervision and assessment (SSSA). Students and PLPs at the visit are aware of the SSSA and its significance in practice learning.

We find arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Documentary evidence and discussion at the approval visit confirm arrangements at programme level meet the SSSA.

The programme modification visit is undertaken remotely due to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to one specific

condition. The condition is made jointly with the AEI. Two recommendations are made jointly by the AEI and visitor.

Updated 24 June 2020:

SU has provided documentation to meet the condition. The condition is met. The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team to review the programme handbook and programme specification to ensure that any references to students as apprentices are removed and to ensure that all programme learning outcomes are mapped to module titles within the programme specification. (SFNME R3.2; SPNAP R2.1) (NMC and university condition)</p>
Date condition(s) to be met:	24 June 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to provide an evidence-based system for recording the regular monitoring of protected learning. (SFNME R2.1, R2.3; SPNAP R3.5) (NMC

	<p>and university recommendation)</p> <p>Recommendation two: The programme team are advised to introduce a formal 'service user forum' to facilitate a community of practice. (SFNME R2.17, R5.5) (NMC and university recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Protected learning is monitored carefully, recorded and reported to the AEI for effective action.</p> <p>Formation of a service user forum to enable sharing of good practice and further support for each other.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>SU has provided a revised FdSc NA programme handbook including programme specification which doesn't reference the apprenticeship. The programme specification shows learning outcomes and module titles are aligned with each other. The condition is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	24 June 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing associate programmes (NMC, 2018)</i></u></p> <p><u><i>Standards of proficiency for nursing associates (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i></u></p> <p><u><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

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 SU are fully engaged in partnership working with their PLPs which includes established relationships with the NHS.

Curriculum development minutes and a PowerPoint presentation, included in the evidence at the approval visit, show a partnership approach to the modification of the FdSc health and social care NA programme for NAs for an employed route (non-apprenticeship entry).

The rationale for this development allows candidates who are employed by a PLP but who do not meet the criteria for an apprenticeship to apply to become a student NA. This is part of the workforce strategy for this region which PLPs confirm.

There's effective governance systems in place to ensure compliance with legal, regulatory, and professional requirements. There are established communication processes between the university, PLPs and students.

Documentary evidence shows there are systems and processes to develop and support practice supervisors, practice assessors and academic assessors to ensure coordination of learning and effective assessment of learning in practice.

There's evidence of shared responsibility for theory and practice learning. Lines of communication and accountability for development, delivery, quality assurance and evaluation of the programme is established as part of these partnership arrangements.

PLPs are involved with selection of students. Documentary evidence and discussion at the visit confirm this. Shortlisting criteria, interview questions and processes are developed collaboratively with PLPs.

Documentary evidence shows the continuing preparation of PLPs for new roles to meet the SSSA. This is confirmed at the visit.

There's a service user strategy which identifies the principles and resources needed for developing good practice for involving service users and carers. Service users at the visit confirm their involvement in many aspects of the curriculum, citing recruitment activity, teaching in the classroom, involvement in objective structured clinical examinations (OSCEs) and service improvement project assessments as examples. They all confirm they receive equality and diversity training prior to becoming involved in student selection for healthcare programmes, including the pre-registration NA programme.

Service users feel supported by the programme team and state their views are well received. They suggest it would be best shared practice for them and the programme team, if there's a wider forum that includes service users from other healthcare programmes. (Recommendation two)

We find students are enthusiastic on the whole about their programme. Students are invited to offer feedback regularly on aspects of their programme and evaluate modules in theory and practice through the 'your voice' strategy. This encompasses student representation at a programme committee each semester, through informal feedback mechanisms at module and programme level and online module survey. They tell us their feedback is taken on board and cite examples of this. Students say they are developing their sense of self identity and are able to inform people of about the nursing associate role.

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

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a

maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. Unchanged since original approval on 15 January 2020.

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)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. Unchanged since original approval on 15 January 2020.

Proposed transfer of current students to the programme under review

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

Met

There are no students transferring to this new route of the programme. All students are transferred to the SSSA.

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

Yes
Outcome
<p>Is the standard met?</p> <p><i>Met</i> Date: 10 June 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p><i>N/A</i></p> <p>Revised outcome after condition(s) met:</p> <p><i>N/A</i></p>

Standard 2 Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education</p> <p>R2.2 comply with the NMC Standards for student supervision and assessment</p> <p>R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.</p> <p>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</p> <p>R2.5 set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes</p>

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. This is a FdSc employed route (non-apprenticeship) of the programme. However, the programme specification and programme handbook refer to the apprenticeship route in some places. Reference to the apprenticeship must be removed from all documents relating to this route of the programme. (Condition one)

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

Yes

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

Yes

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

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

Met

R2.4 is met. Unchanged since original approval on 15 January 2020. There's documentary evidence demonstrating students will have a non-field specific NA programme. Discussions at the approval visit with the programme team and students confirm this.

The practice placement plan includes two placements each of eight weeks away from the primary placement and 100 hours of protected learning in the primary placement, for each year of the programme. The placement plan identifies the breadth of experience across the life span (adult, child, mental health and learning disabilities) and in a variety of settings. The plan is devised by the AEI and agreed between the AEI practice unit and the employer.

Module descriptors provide detail of content confirming that theory and practice components across the lifespan are fully represented. Two practice educators confirm they're invited to teach students each year of the programme in relation to aspects of care for children and their families and clients with learning disabilities.

A number of core modules are taught alongside student assistant practitioners and there's opportunity to work with other healthcare professionals in practice. The programme team tell us they're expanding the programmes on offer at the AEI, so there will be continuing opportunity to develop interprofessional learning in future.

Students tell us support received from the programme team is always helpful . Timely responses are received whenever they contact the programme team. A specialist librarian is available for individual students to help them access research materials at the AEI and they can access PLP libraries.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:

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

Met

R2.6 is met. Unchanged since original approval on 15 January 2020.

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

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

Met

R2.7 is met. Unchanged since original approval on 15 January 2020. The programme structure demonstrates an equal balance of theory and practice, which is not less than 2300 hours. Module descriptors detail learning in theory and how this is managed through one day per week of theoretical learning.

Practice learning is detailed via the placement planner which is devised by the AEI practice unit and agreed with the employer. There are external placements where students are supernumerary.

Students will study with the student NAs (apprenticeship) and assistant practitioner students. The England NAPAD and ongoing record of achievement (OAR) are mapped to the relevant proficiencies for clinical practice.

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

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

No

Reference to the apprenticeship route must be removed from all documents relating to this route of the programme. (Condition one)

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

Yes

Outcome

Is the standard met?

Not Met

Reference to the apprenticeship route must be removed from all documents relating to this route of the programme.

Condition one: The programme team to review the programme handbook and programme specification to ensure that any references to students as apprentices are removed and to ensure that all programme learning outcomes are mapped to module titles within the programme specification. (SFNME R3.2; SPNAP R2.1) (NMC and university condition)

Date: 10 June 2020

Post Event Review

Identify how the condition is met:

Condition one: SU has provided a revised FdSc NA programme handbook including programme specification which doesn't reference the apprenticeship. The programme specification shows learning outcomes and module titles are

aligned with each other.

Evidence:

SU Foundation degree in health and social care (NA) (standard entry-employed),
2020/21, undated

The condition is met.

Date condition(s) met: 24 June 2020

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 3 Practice learning

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

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

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

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

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

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

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

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

routes:

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

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

Met

R3.1 is met. Unchanged since original approval on 15 January 2020. There are sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for NAs to deliver safe and effective care.

The primary practice placement is the student's usual place of work. Students have two external block practice placements of eight weeks each year, delivering care in a variety of settings. These are from hospital, close to home and at home placements. Students confirm they access a diverse range of people, across the lifespan through their practice learning placements.

Students tell us the process for raising concerns is in the NAPAD. This is discussed with them at the professional study days each year.

There's effective communication between the AEI and PLPs regarding fitness to practise (FtP) processes when students are in the role of student or employee. The FtP process is included in the programme handbook. Students are given

information on conduct, behaviour and the FtP process at their induction.

Documentary evidence and the approval process assure us that adequate support arrangements are in place for students if they are not achieving in practice.

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

Met

R3.2 is met. Unchanged since original approval on 15 January 2020. The placement model submitted shows that students will experience a variety of placements in different settings in the programme thereby enabling them to meet the holistic needs of people of all ages.

We find planning and allocation of PLPs for students on this route will be undertaken by the AEI practice placement team in collaboration with PLPs.

NAPAD records where students, practice supervisors and practice assessors identify learning opportunities and how students meet proficiencies.

The OAR provides opportunities for reflection and further development of knowledge and skills across the programme.

Current students evaluate their practice placements and say if they have any concerns, they can speak to their link lecturer, practice supervisor, practice assessor or academic assessor. They say the AEI responds to concerns in a timely manner and keeps them informed of progress for any concern raised. The link lecturer undertakes ongoing quality monitoring and is involved in the joint, two yearly audit of the practice learning environments with PLPs. Practice placement evaluations are completed by each student at the end of their placement. Students are kept informed of any concerns raised and subsequent actions from the evaluations via the programme leader. As part of this process PLPs undertake a self-assessment which includes student feedback. Action plans are developed if PLPs are not meeting requirements.

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

Met

R3.3 is met. Unchanged since original approval on 15 January 2020.

There are processes in place to take account of students' individual needs

and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

Met

R3.4 is met. Unchanged since original approval on 15 January 2020.

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

R3.5 is met. Unchanged since original approval on 15 January 2020. This route of the programme adopts option B; a work-based learning approach for student learning. Protected learning hours will be monitored by the academic assessor. Practice assessors tell us they monitor protected learning time and if a student is not achieving or there's a deficit in practice learning hours an action plan can be created with the student by the practice assessor and academic assessor. Students confirm protected learning is given to them on most occasions. This has been challenging on occasion during the current pandemic. They know how to address this with their employer, academic assessor or link tutor. There's limited means of logging instances which could serve as a more effective means of monitoring instances when protected learning don't occur. This is agreed to be a useful step towards best practice and quality assurance of this aspect of programme learning. (Recommendation one)

Monitoring programme hours is through a range of mechanisms for example, submission of timesheets, verification of hours in NAPAD and recording protected learning time in the OAR.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 10 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Unchanged since original approval on 15 January 2020.

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

Met

R4.2 is met. Unchanged since original approval on 15 January 2020.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Unchanged since original approval on 15 January 2020. The programme team confirm that students are encouraged to reflect on feedback they receive and use this to support their development.

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

Met

R4.5 is met. Unchanged since original approval on 15 January 2020.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.

Theory and practice weighting is calculated and detailed in award criteria

and programme handbooks. (R4.8)

Yes

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

Yes

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 10 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

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

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

Yes

Outcome

Is the standard met?

Met

Date: 10 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
List additional documentation: Self-assessment report from SU to the NMC 2018/2019, 20 January 2020	

NMC programme approval report for SU for FdSc NA (apprenticeship route), 7 January 2020

Post visit evidence:

SU Foundation degree in health and social care (NA) (standard entry-employed, 2020/21, undated

Minutes of major modification visit, 10 June 2020

Response to conditions and recommendations standard entry NA panel conditions, 23 June 2020

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

Written confirmation by SU and PLPs is signed off at the original approval of the FdSc (apprenticeship route).

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: FdSc pre-registration NA (apprenticeship) year two x three (March 2019) cohort Registered NA (alumnus March 2018 HEE pre-registration NA programme) x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	

System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission report for Hampshire Hospitals NHS Foundation Trust, 7 April 2020	
If you stated no to any of the above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

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Issue record

Final Report

Author	Charmagne Barnes	Date	17 June 2020
Checked by	Monica Murphy	Date	24 June 2020
Submitted by	Amy Young	Date	6 July 2020
Approved by	Leeann Greer	Date	6 July 2020