

Programme approval visit report

Section one

Programme provider name:	University of Bedfordshire
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Bedford Hospitals NHS Trust Luton And Dunstable Hospital NHS Foundation Trust Cambridge Community Services East London Foundation Trust Milton Keynes University Hospital NHS Foundation Trust
Programme(s) reviewed:	
<p>Programme: Nursing associate Title of programme: FD Nursing Associate Practitioner Programme start date: 26 October 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p> <p>Programme: Nursing Associate Apprenticeship route Title of programme: FD Nursing Associate Programme start date: 26 October 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
Date of approval	30 July 2020
QA visitor(s):	Registrant Visitor: Lesley Saunders Lay Visitor: Nichola Peasnell

Section two

Summary of review and findings

The University of Bedfordshire (UoB) has submitted pre-registration nursing associate (NA) programme documentation for the approval of a full-time two-year Foundation degree (FdSc Nursing associate) with eligibility to register with the Nursing and Midwifery Council (NMC). There are two routes; a two-year direct entry full-time route and an apprenticeship route.

Programme documentation confirms evidence of effective partnership working between UoB and key stakeholders. The programme is developed in consultation with practice learning partners (PLPs). Input from students and service users and carers (SUC) is limited.

The information provided in the programme documentation is of good quality and both routes are comprehensively described. The programme demonstrates currency and innovation.

The apprenticeship route has been developed in conjunction with the following employers who confirm their commitment to upholding NMC standards in relation to the NA programme (NMC, 2018): Bedford hospitals NHS Trust, Luton and Dunstable hospital NHS Foundation Trust, Cambridge Community Services, East London Foundation Trust, Milton Keynes university hospital NHS Foundation Trust.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

This visit is undertaken remotely subject to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to three specific NMC conditions and two UoB conditions. The visitors made four recommendations.

Updated 28 August 2020:

UoB has provided documentary evidence for the three specific NMC conditions and the two UoB conditions. The conditions are met and the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: UoB must produce an implementation plan that ensures sustainable SUC involvement in the design, development, delivery, and evaluation of the NA programme. To include evidence of regular preparation (including equality and diversity training) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.7, R5.14; Standards of proficiency for nursing associates (SPNA) R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition two: UoB must provide a statement that clarifies the programme team’s understanding of supernumerary status and protected learning time for direct entry students and apprentices that PLPs and apprentice employers agree with. (SPNA R3.5)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: UoB must ensure the NA planner accurately reflects the programme start date, practice hours and re-assessment periods. (SFNME R2.1, R3.2, SPNA R2.1)</p> <p>Condition four: UoB must provide evidence to the panel that committee approvals are in place for all necessary course-level variations to University policies and regulations, including a variation to semesterisation. (University condition)</p> <p>Condition five: UoB must provide evidence to the panel that the external examiner nomination has been approved. (University condition)</p>

<p>Date condition(s) to be met:</p>	<p>28 August 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider enhancing inter-professional learning (IPL) opportunities within the NA programme. (SFNME R1.13; R3.16; SPNP R2.1)</p> <p>Recommendation two: Consider providing two separate programme planners; one for direct entry and one for apprenticeship routes. (SFNME R3.1; SPNA R2.1)</p> <p>Recommendation three: Consider how to enhance the identity of NA students. (SFNME R3.1; SPNA R2.1)</p> <p>Recommendation four: Consider involving students more formally to contribute to NA curricula development. (SFNME R1.12, R5.5; SPNA R2.1)</p>
<p>Focused areas for future monitoring:</p>	<p>Supernumerary status of direct entry NA students. Protected learning time of NA apprentices. SUC involvement in the NA programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

In response to condition one, the AEI has provided an implementation plan for the recruitment and development of SUC. In addition, an approved variation to regulations document has been produced. These documents ensure sustainable SUC involvement in the design, development, delivery, and evaluation of the NA programme and include evidence of planned regular preparation (including equality and diversity training) for engagement with student recruitment and student assessment. Condition one is now met.

In response to condition two, the AEI has provided a position paper confirming supernumerary status and protected learning time for nursing associates. This clarifies the programme team's understanding of supernumerary status and protected learning time for direct entry students and apprentices. The position paper states protected learning time is to be monitored by the practice supervisor, practice assessor, apprenticeship coordinator and subsequently by the academic assessor and course coordinator as part of the assessment process. This has been developed in agreement with PLPs and apprenticeship employers and will be monitored in the six-weekly apprenticeship meetings and the 12-weekly tripartite meetings. Condition two is now met.

In response to condition three, the AEI has produced an amended and detailed NA programme plan which accurately reflects the programme start date, practice hours and re-assessment periods. Condition three is now met.

The two UoB conditions have been signed off as met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	The programme is recommended to the NMC for approval

Date condition(s) met:	28 August 2020
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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>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p>

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found strong evidence of effective partnerships at all levels between UoB and PLPs, and there is evidence of a strong collaborative process in the development of the new programme. Partnership working with SUC and current and previous students is limited.

At the approval visit PLPs describe UoB as an organisation who engaged with them during the development of the new programme. Programme documentation and the approval process demonstrates there are effective partnership arrangements for maintaining the learning environment and for effective support of practice supervisors and practice assessors.

SUC tell us relationships with, and support from, the programme team are positive and their activities with students and the academic team are valued. SUC report being involved in student recruitment across a range of nursing programmes but it was unclear if this included the NA programme. We are told equality and diversity training is available for those SUC who are engaged in the selection and

recruitment, however again, this isn't consistently applied. SUC have had an opportunity to comment on the development of the NA programme and are to be included in the programme development team going forward. There is some opportunity for SUC to contribute to programme delivery, including supporting the assessment process. SUC tell us they aren't aware of the university's SUC strategy and are not invited to attend group meetings to discuss the implementation of the strategy in the NA programme. Condition one.

SUC involvement in assessment is currently via testimony in placement assessment documentation (PAD) and providing feedback for objective structured clinical examinations (OSCEs), but it is unclear whether this is for the registered nurse (RN) or NA programme. Recommendation three.

Students on the existing health education England (HEE) pre-registration NA programme and two apprentices on the assistant practitioner programme spoke positively about their programme and about the support from UoB. UoB have ensured programme learning outcomes modules and proficiencies meet the Standards for pre-registration NA programmes (NMC, 2018). Students tell us they would like to further contribute to the development of the NA programme. Recommendation four.

The programme team describe opportunities for IPL, including learning alongside paramedics and operating department practitioners. IPL takes place through collaborative practice in the placement environment. Students are required to record their experiences with other professionals in the PAD. There is some contribution to teaching from different health care professions. 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

Not met

SUC at the approval visit tell us they are not involved in the design, development, delivery evaluation and co-production of the NA programme. There is inadequate evidence to demonstrate that SUC are engaged in student recruitment and selection of NA applicants. One SUC told us she had received equality and diversity training three years ago. This had not been refreshed. Condition one.

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

Met

If not met, state reason

SUC at the approval visit tell us they are not involved in the design, development, delivery evaluation and co-production of the NA programme. There is inadequate evidence to demonstrate that SUC are engaged in student recruitment and selection of NA applicants. One SUC told us she had received equality and diversity training three years ago. This had not been refreshed.

Condition one: UoB must produce an implementation plan that ensures sustainable SUC involvement in the design, development, delivery, and evaluation of the NA programme. To include evidence of regular preparation (including equality and diversity training) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.7 R5.14; SPNA R2.1)

Post Event Review

Identify how the condition is met:

Condition one: the AEI has provided an implementation plan for the recruitment and development of SUC. In addition an approved variation to regulations document has been produced. These documents ensure sustainable SUC involvement in the design, development, delivery, and evaluation of the NA programme and include evidence of planned regular preparation (including equality and diversity training) for engagement with student recruitment, and student assessment. Condition one is now met.

Date condition(s) met:

28 August 2020

Revised outcome after condition(s) met:

The standard is met.

Condition one is now met.
SFNME R1.12, R2.7 R5.14 are met.
SPNA R2.1 is met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' 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. Programme documentation and the approval process confirm up to a maximum of 50 percent of recognition of prior learning (RPL) can be accredited. Guidance is provided to candidates to complete the RPL claim and all RPL claims are seen by an external examiner before commencing the programme.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (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. Programme documentation and the approval process confirm the criteria for admission to the pre-registration NA programme meet NMC numeracy and literacy requirements. Additional support resources are evidenced in the programme handbook. Programme documentation maps both practice experiences and module learning outcomes to NMC proficiencies.

Proposed transfer of current students to the programme under review

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

Met

Programme documentation and the approval process confirm there will be no students transferring to the new pre-registration NA programme in October 2020. Students on the curriculum approved by HEE will complete the programme by February 2021.

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

Yes

Outcome

Is the standard met?

Met

Date: 30 July 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 2 Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for

nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards

framework for nursing and midwifery education (R2.1)

No

R2.1 is not met. Student facing documentation does not accurately reflect the programme start date, number of practice hours and lacks detail of reassessment periods. Condition three.

Direct entry and apprenticeship routes are included in a single programme planner. This may contribute to inaccurate understanding by students.

Recommendation two: Consider providing two separate programme planners: one for direct entry and one for apprenticeship routes (SFNME R3.1; SPNA R2.1)

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

Yes

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

Yes

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

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

Met

R2.4 is met. Documentation and the approval process confirm the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing programme. There is evidence in each of the modules that programme design illustrates the breadth of nursing contexts from across the lifespan. The programme team tell us at the approval visit the breadth of nursing context will be enhanced with additional input from learning disability expertise. The approval visit confirms PLPs monitor students' practice learning to ensure they experience a variety of contexts and across lifespan

settings.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:

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

Met

R2.6 is met. Programme documentation and the approval process confirms the programme meets NMC requirements on programme hours and programme length. Programme learning allows the students to be able to meet the Standards of proficiency for nursing associates. Practice placement allocation for students on the apprenticeship route is controlled and monitored by the employing PLP and the programme team. Practice placement allocation for direct entry students is controlled and monitored by AEI placement officers in collaboration with PLPs. Theory and practice hours for students on either route are monitored and recorded in the PAD by students and verified by practice supervisors and the programme team.

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

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

Met

R2.7 is met. Programme documentation and the approval visit demonstrates an equal balance of theory and practice learning is detailed in the designated hours in the module descriptors and practice learning allocations. Student placement and theory hours are monitored and recorded by the AEI in the placement section of the student record system (SRS). The programme team and the students described a range of learning and teaching strategies including simulation and scenario-based learning. This can involve peer teaching and learning, and includes scenario-based learning, critical reflection and use of research and evidence-based theory. Students have access to 'Skills for Health' to complete online mandatory training, and access to 'Elsevier Skills' package to develop underpinning knowledge for specific practice skills.

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

Student facing documentation does not accurately reflect the programme start date, number of practice hours and lacks detail of reassessment periods. Condition three.

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

Student facing documentation inaccurately reflects the programme start date, number of practice hours and lacks detail of reassessment periods.

Condition three: UoB must ensure the NA planner accurately reflects the programme start date, practice hours and re-assessment periods. (SFNME R2.1, R3.2; SPNA R2.1)

Date: 30 July 2020

Post Event Review

Identify how the condition is met:

Condition three: The AEI has produced an amended and detailed NA course plan which accurately reflects the programme start date, practice hours and re-assessment periods. Condition three is now met.

Date condition(s) met:

28 August 2020

Revised outcome after condition(s) met:

The standard is met.

Condition three is now met.
SFNME R2.1, R3.2 are met.
SPNA R2.1 is met.

Standard 3 Practice learning

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

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

Met

R3.1 is met. Practice learning opportunities are fully outlined in the programme

documentation and indicate they allow students to meet the standards of proficiency for nurse associates across a diverse range of contexts and across the lifespan. The practice allocation model provides opportunities for students across a range of contexts and PLPs confirm they monitor student achievement across context and lifespan. Students confirm the range and variety of practice learning environments. Documentation shows signed practice learning agreements with PLPs. Meetings take place between UoB and PLPs to ensure adequate placement capacity. UoB have a fitness to practise policy and process and collaborate with employers in the case of students' subject to fitness to practice processes. A flow chart demonstrating the escalating concerns policy is available in the practice learning handbook for learners, PLPs and academics. Adverse Care Quality Commission (CQC) reports are managed through placement officers, programme team and in collaboration with PLPs.

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

Met

R3.2 is met. Programme documentation and the approval process outline initiatives which ensure students experience a variety of practice learning environments which are of appropriate quality. PLPs tell us they provide reciprocal placements to ensure exposure across the lifespan and a variety of settings. We are assured this will allow for a variety of practice learning experiences by adopting a 'hub and spoke' approach to placement allocation.

We find practice learning experiences will prepare students to meet the holistic needs of people of all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. UoB has a placement agreement with PLPs. There is a joint responsibility between UoB and PLPs for auditing practice placements. Audits are carried out collaboratively and UoB has the authority to suspend or remove a practice learning environment. Students tell us that they feel well supported and valued across their programme. PLPs tell us the practice education facilitators have a role as the nominated person to support students in practice. Students tell us they know who to approach for advice or with concerns and there is a cause for concern flow chart to refer to. They tell us that there is a wellness hub on the integrated learning environment BREO to support their mental health and general wellbeing. Any issues of concern raised are investigated and appropriately dealt with through a placement concern process. Practice placement concerns regarding students on the apprenticeship route are dealt with in collaboration with the employing PLP. A flow chart illustrating a range of student concerns and associated actions and support is available in the practice learning handbook for learners, PLPs and academics.

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

Met

R3.3 is met. Programme documentation and the approval process confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme team are exploring opportunities to enhance the existing virtual reality (VR) platform by incorporating Oxford Medical Simulation (OMS) to provide NA students with access to a number of clinical scenarios to supplement their learning experience.

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

Met

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

Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Not Met

R3.5 is not met.

At the approval visit the programme team discussed the supernumerary status of NA students. However, the programme team are unable to distinguish clearly and with certainty the two options (option A and option B) for direct entry and apprenticeship routes.

PLPs and students are unable to provide assurance that NA students who are on the apprenticeship route 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 the NA generic role. Condition two.

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?

Not Met

At the approval visit the programme team discussed the supernumerary status of NA students. However, they are unable to distinguish clearly and with certainty the two options (option A and option B) for direct entry and apprenticeship routes.

Condition two: UoB must provide a statement that clarifies the programme team's understanding of supernumerary status and protected learning time for direct entry students and apprentices that PLPs and apprentice employers agree with (SPNA R3.5)

Date: 30 July 2020

Post Event Review

Identify how the condition is met:

Condition two: The AEI has provided a position paper on supernumerary status and protected learning time for nursing associates. This clarifies the programme team's understanding of supernumerary status and protected learning time for direct entry students and apprentices. The position paper states protected learning time is to be monitored by the practice supervisor, practice assessor, apprenticeship coordinator and subsequently by the academic assessor and course coordinator as part of the assessment process. This has been developed in agreement with PLPs and apprenticeship employers and will be monitored in the six-weekly apprenticeship meetings and the 12-weekly tripartite meetings. Condition two is now met.

Date condition(s) met:

28 August 2020

Revised outcome after condition(s) met:

The standard is met.

Condition two is now met.
SPNA R3.5 is met.

Standard 4 Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Programme documentation and the approval process confirm UoB and PLPs have developed and agreed guidelines on how the roles of practice assessor, practice supervisor and academic assessor will be implemented. The PAD shows evidence of accountability and partnership between PLPs and UoB. There are regular meetings between PLPs and UoB and these provide a forum to review the efficacy of PLP preparation arrangements. These meetings provide

opportunity to monitor and supervise compliance with the SFNME. Students confirm support for practice learning and skills identified in the Standards of proficiency for nursing associates.

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

Met

R4.2 is met. The roles of the practice supervisor and practice assessors are fully outlined in the programme documentation. PLPs tell us they have a clear understanding of the role requirements to meet the new NMC Standards. The programme team tell us practice education facilitators identify staff who have the appropriate skills and experience to become practice assessors and practice supervisors. There is joint responsibility between PLPs and UoB to prepare people for these roles. UoB hold regular workshops, both face-to-face and online, and PLPs tell us these sessions provided ongoing support for practice supervisors and practice assessors. PLPs tell us they are prepared to support pre-registration NA students. UoB have identified academic assessors for the programme and documentation shows a different academic assessor will be allocated for each part of the programme. Student facing documentation confirms this. Academic assessors have opportunities to meet with students, practice assessors and practice supervisors.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Documentary evidence and discussion at the approval visit

demonstrates there are processes in place to provide students with feedback throughout the programme to support their development. UoB have a formative and summative assessment strategy. Students have formative opportunities to prepare them for summative assessments and to support their development. A range of assessment tasks are identified and detailed in the module descriptors, including formative assessment opportunities using student reflection. A study skills development support team ensures self-help materials (including materials for numeracy skills) for theoretical study, is available online, for open access by students via 'Study Hub'. This includes opportunity for formative assessment. The programme team keep a record of the development of NA students' competency, in both numeracy and literacy, throughout the programme. External examiners sample, review and report on assessment for both theory and practice.

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

Met

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

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

Yes

Assurance is provided that Gateway 1: 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: 30 July 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 NA 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 exit award that gives eligibility to register 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: 30 July 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	Yes

List additional documentation:
Programme team remote presentation to the approval panel, 30 July 2020
NMC register check for programme leaders and external examiners, June 2020

Post approval visit documentary evidence to meet conditions:

UoB: Approved variations to regulations document; NA foundation degrees, August 2020
Implementation plan for the recruitment and development of SUC, August 2020
School of Healthcare Practice: Position paper on supernumerary status and protected learning time for nursing associates, August 2020
UoB: Response to conditions and recommendations, August 2020

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

Additional comments:
None identified

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: Six NA second year students Two assistant practitioner second year apprentices	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation None	
Additional comments: None	

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 CQC report for Oxford University Hospitals NHS foundation trust, June 2019 CQC report for St Andrews Healthcare, January 2020	
If you stated no to any of the above, please provide the reason and mitigation This was an online virtual visit.	
Additional comments: None identified	

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Issue record			
Final Report			
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Submitted by	Lucy Percival	Date	25 September 2020
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