

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>London South Bank University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>South London and Maudsley NHS Trust Oxleas NHS Foundation Trust Barts Health NHS Trust SW London and St Georges NHS Foundation Trust North East London Foundation Trust London North West Healthcare NHS Trust Guys and St Thomas' NHS Foundation Trust Central London Community Healthcare NHS Trust Chelsea & Westminster Hospital NHS Foundation Trust East London NHS Foundation Trust Great Ormond Street Hospital for Children NHS Trust University College London Hospitals NHS Foundation Trust Homerton University Hospitals Trust Camden and Islington NHS Foundation Trust Barking Havering and Redbridge Hospitals NHS Trust London North West Healthcare Lewisham & Greenwich NHS Trust King's College Hospital NHS Foundation Trust Central and North West London NHS Foundation Trust</p>

	Imperial College Healthcare NHS Trust Royal National Orthopaedic Hospital NHS Trust Private, voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
Title of programme:	Foundation Degree (FdSc) Nursing Associate Apprentice
Date of approval visit:	8 July 2019
Programme start date:	
Pre-registration nursing associate	<input type="text" value="28 October 2019"/>
Nursing associate apprenticeship	<input type="text" value="28 October 2019"/>
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6
QA visitor(s):	Registrant Visitor: Jennifer Pinfield Lay Visitor: Jayne Walters

Section two

Summary of review and findings

London South Bank University (LSBU), school of health and social care, institute of vocational learning presented a two-year nursing associate programme via an apprenticeship route. The proposed programme has been developed in accordance with the Standards for pre-registration nursing associate programmes (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018). The apprenticeship route is mapped to the nursing associate, institute for apprenticeships and technical education apprenticeship standard (IfATE, 2019).

The programme builds on the current Health Education England (HEE) nursing associate apprenticeship programme, developed in partnership with a wide range of practice learning partners (PLP) and employers. The following employers of nursing associate apprentices are working with LSBU and provided assurance at the approval visit of their commitment to ensuring NMC standards are met:

- Imperial College Healthcare NHS Trust;
- Chelsea and Westminster Hospital NHS Foundation Trust;
- St Christopher's hospice;
- Oxleas NHS Foundation Trust;
- King's College Hospital NHS Foundation Trust;
- Lewisham and Greenwich Hospital NHS Foundation Trust;
- Central London Community Healthcare NHS Trust;
- Voluntary Organisations Disability Group;
- Great Ormond Street Hospital for Children NHS Foundation Trust;
- Choice Support;
- Guy's and St Thomas' Hospital NHS Foundation Trust;
- South London and Maudsley Hospital NHS Foundation Trust;
- North East London NHS Foundation Trust;
- Barking Havering and Redbridge University NHS Foundation Trust;
- Kingston Hospital NHS Foundation Trust;
- South West London and St Georges Mental Health NHS Trust;
- London North West University Healthcare NHS Trust.

LSBU has secure partnership arrangements with PLPs and employers and there is evidence of both operational and strategic engagement. There is evidence of effective communication with regular operational meetings between PLPs and

LSBU. There is evidence of effective student engagement, with student representatives being very positive about their experiences. Service user and carer partnerships require strengthening.

Strategically, LSBU is a member of the pan London practice learning group (PLPLG). This group engages with approved education institutions (AEIs) across London and their PLPs. The programme team are adopting the England nursing associate practice assessment document (NAPAD), developed collaboratively across England, including LSBU and its PLPs. As part of the PLPLG, the AEI are part of the pan London approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). This was articulated effectively by both the programme team and PLPs.

The AEI and PLPs, demonstrate a robust commitment to the foundation degree (FdSc) nursing associate (apprenticeship route).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The SSSA (NMC, 2018) are met at programme level.

The FdSc nursing associate (apprenticeship) is recommended to the NMC for approval with five conditions and six recommendations. There are six AEI conditions.

Updated 23 August 2019

Evidence is provided that the changes required to meet the conditions have been made. The conditions and related standards and requirements are now met.

The FdSc nursing associate (apprenticeship) programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions: <i>Please identify the standard and requirement the condition relates to</i>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Produce an operational plan, that articulates sustainable and diverse service user and carer involvement in the delivery of the nursing associate programme. (SFNME R1.12, R2.7, R5.5; Standards for pre-registration nursing associate programmes (SPNAP) R2.1)</p>

under the relevant key risk theme.

Please state if the condition is AEI/education institution in nature or specific to NMC standards.

Condition five: Provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. (SFNME R2.14 and AEI)

Selection, admission and progression:

None identified

Practice learning:

None identified

Assessment, fitness for practice and award:

Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice and does not exceed the EU working time directive. (SFNME R2.1 R5.3, R5.15; SPNAP R2.6, R2.7)

Condition three: Programme documentation must confirm a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent. (SPNAP R4.6)

Education governance: management and quality assurance:

Condition four: Provide a business plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for programme delivery. (SFNME R2.18 and AEI)

AEI condition one: Remove practice learning outcomes from theoretical modules to ensure modules are summatively assessment.

AEI condition two: Utilise the electronic timetabling systems and the 'tap-in' system for recording student attendance.

AEI condition three: To use the university e-portfolio for recording apprentice progress.

AEI condition four: Confirm that nursing associate apprentices can progress through exam boards with opportunity to progress in a timely manner.

AEI condition five: Demonstrate consistent preparation of nursing associate apprentices for the end point assessment (EPA) across the programme.

	AEI condition six: To improve monitoring process to show when progress reviews and tripartite reviews take place.
Date condition(s) to be met:	9 August 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider reviewing the numbers of objective structured clinical examination (OSCEs) assessments, to ensure the assessment strategy incorporates a wider range of authentic and creative assessment. (SFNME R5.8; SPNAP R4.4, R4.7)</p> <p>Recommendation two: Enhance guidance for nursing associate students in relation to practice assessment and completion of the England NAPAD, in relation to the requirements of the NMC (2018) Standards for student supervision and assessment (SSSA). (SPNAP 4.2)</p> <p>Recommendation three: Clarify the medicines management assessment in student facing documentation. (SPNAP R1.6, R4.6)</p> <p>Recommendation four: To consider working with the pan London group, to gain a pan London approach to 'cause for concern' processes for students. (SFNME R1.5)</p> <p>Recommendation five: Consider developing a methodology of appointing academic assessors to nursing associate students to ensure compliance with SSSA R6.1 and ensure the necessary human resource is in place. (SFNME R2.18)</p> <p>Recommendation six. Consider providing an employer handbook for nursing associate apprentices. (AEI)</p>
Focused areas for future monitoring:	<p>Service user involvement in the delivery of the programme, including a consistent approach to involvement in the recruitment of students.</p> <p>Implementation of the academic assessor role, particularly ensuring the team has capacity to fulfil this role.</p> <p>Protected learning time, particularly in 'home' placements.</p>

	<p>The allocation of designated theory and practice hours continues to be clear and appropriate.</p> <p>The implementation of the England nursing associate PAD.</p> <p>Resource availability (human and physical) continues to ensure safe and effective learning opportunities.</p>
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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

LSBU has submitted documentary evidence to meet the conditions.

A service user strategic plan has been provided, alongside module changes to demonstrate service user involvement across the programme. Condition one is now met.

An exemplar of a programme planner demonstrates an equal balance of theory and practice hours, without students breaching the EU working time directive to meet the required hours. Condition two is now met.

The module descriptor for 'pharmacology for nursing associates' provides evidence that all numeracy calculations attached to the two OSCE assessments must be completed correctly to pass the OSCEs. Both OSCEs must be successfully completed to pass the module. Condition three is now met.

A business plan demonstrates timelines to ensure there are sufficiently and appropriately qualified and experienced people for programme delivery. Condition four is now met.

Documentary evidence from the Provost at LSBU confirms staffing will be maintained at 20:1 and that there are sufficient teaching facilities for 4 cohorts of nursing associates per year. Condition five is now met.

Confirmation is provided that university conditions are met.

The SFNME is now met.

The SPNAP are now met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	

Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	23 August 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

[Standards for pre-registration nursing associate programmes](#) (NMC, 2018)

[Standards of proficiency for nursing associates](#) (NMC, 2018),

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

[Standards for student supervision and assessment](#) (NMC, 2018)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#)

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

[QA Handbook](#)

Partnerships

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

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment \(NMC, 2018\)](#)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and discussions at the approval visit confirm effective partnership working between the AEI, PLPs and employers. PLPs are actively involved in curriculum review and development and have clearly been involved in updating the current HEE nursing associate programme to meet the SPNAP, Standards of proficiency for nursing associates (NMC, 2018) and the nursing associate apprenticeship standard (IfATE, 2019). Both PLPs and students spoke positively about the role of the nursing associate, there is evidence that LSBU has empowered students to advocate for the nursing associate role.

There is evidence of regular operational partnerships arrangements between LSBU and PLPs and employers. This is particularly strong in ensuring students are allocated a range of practice learning opportunities, to provide the breadth of learning experiences required to allow students to meet the holistic needs of people from across the life-span. These learning opportunities were articulated by the team, students and PLPs at the approval visit. PLPs told us about a partnership approach to the implementation of the SSSA and preparation of practice supervisors and practice assessors, and how they are using the resources provided by the pan London PLG. They also spoke about their involvement in the England NAPAD and welcomed the development. PLPs spoke positively about the organisation of nursing associate placements, in relation to optimising placement capacity.

Students told us that their feedback had been taken into account when making changes to the programme delivery, with the format of blended learning being developed and enhanced. Students confirm they complete evaluations of both theory modules and their practice placements and have opportunities to take part in student forums, with every cohort having a student representative. Students are very positive about the support of the programme team, they particularly find the

weekly review of their PADs very helpful. Students report feeling well supported, by the AEI, employer and PLPs, in relation to specific learning difficulties. Students told us that they are encouraged to report any problems at the AEI or in practice placements and are able to provide examples of effectively raising concerns. However, programme documents and discussion at the approval visit, identify a variety of communication routes when raising concerns across PLPs and employers. Recommendation four: To consider working with the pan London group, to gain a pan London approach to 'cause for concern' processes for nursing associate students. (SFNME R1.5)

Documentary analysis and discussions at the approval visit, identified inconsistencies in the involvement of service users and carers (SUCs) in recruitment, development and delivery of the programme. The programme team told us about a range of service user activities but confirm that they need to formalise and document these processes. They spoke about an ambition for patient-student partners and the role of technology to provide wider access of SUC to nursing associate students. Students told us that they not had any input from service users in the delivery of the theory element of their programme. We met with one service user only, via Skype, who told us they are able to meet with students and talk about their experiences. However, they have only been involved with the programme in the three weeks prior to the approval visit. Service user involvement in the recruitment and selection of nursing associate apprentice students is inconsistent, with some employers including representatives from patient and public involvement groups in selection panels, and other employers asking service user representatives to formulate interview questions. PLPs and employers confirmed these inconsistencies. LSBU has a people's academy which reflects the service user voice and provides robust preparation of SUCs, dependent upon their contribution to the programme. We were told by the programme team that two members of the people's academy had been involved in the development of the programme, but programme documentation and discussions at the approval visit did not confirm this and it is unclear how the people's academy has informed this programme. We found no evidence that the programme has been co-produced with service users. (Condition one) (SFNME R1.12, R2.7, R5.5; SPNAP R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#) and,

MET **NOT MET**

There is no evidence that the programme has been designed, developed, delivered, evaluated and co-produced with service users. (Condition one) (SFNME R1.12, R2.7, R5.5; SPNAP R2.1)

Please provide any narrative for any exceptions

Gateway 2: [Standards for student supervision and assessment](#)

MET

NOT MET

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

There is no evidence that the programme has been designed, developed, delivered, evaluated and co-produced with service users. There is a requirement for the AEI to produce an operational plan, that articulates sustainable and diverse service user and carer involvement in the delivery of the nursing associate programme. (Condition one) (SFNME, R1.12, R2.7, R5.5, SPNAP, 2.1)

Post Event Review

Identify how the condition(s) is met:

Condition one: Documentation provided by the university documents a service user strategic plan, alongside module changes to demonstrate service user involvement across the programme.

Evidence:

Service user strategic plan, August 2019

Module descriptors, August 2019

Response to conditions and recommendations, August 2019

Date condition(s) met: 23 August 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition one is now met.

SFNME, R1.12, R2.7, and R5.5 are now met.

SPNAP R2.1 is now 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).

Findings against the standard and requirements

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

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

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

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

R1.5 is met. LSBU have robust processes for the recognition of prior learning (RPL), this is articulated in both programme level and university level documentation. Programme level documentation confirms RPL of up to 50 percent and university regulations confirm that it is possible to have RPL for more than 50 percent of a programme. Applicants are provided with guidance about the process for RPL applications, with RPL considered on an individual basis. The use of RPL onto the current nursing associate programme was demonstrated by students at

the approval visit, who have transferred from an assistant practitioner apprenticeship.

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

MET **NOT MET**

R1.6 is met. Documentary evidence confirms this is a programme learning outcome (digital and technological literacy) and is mapped to modules and is a proficiency to be achieved in the England NAPAD. Numeracy and literacy are embedded in theory and practice, with the 'pharmacology for nursing associates' modules assessing numeracy and medicines management. Further assessment occurs via the England NAPAD.

Programme documentation provides evidence of a digital strategy and confirms the use of technology enhanced learning and simulation. Students told us that they are able to access support as required and PLPs told us that practice education teams provide ongoing support to students as needed.

Recommendation three: Clarify the medicines management assessment in student facing documentation. (SPNAP R1.6, R4.6)

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards for pre-registration nursing associate programmes](#) and [Standards of proficiency for nursing associate](#) will be met through the transfer of existing students onto the proposed programme.

- 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 **NOT MET**

There are no plans to transfer existing nursing associate students to the proposed nursing associate programme.

Existing nursing associate students will not be transferring 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 **NO**

Outcome

Is the standard met?

MET

NOT MET

Date: 15 July 2019

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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. Documentary analysis and discussions at the approval visit, identified inconsistencies in the involvement of SUCs in recruitment, development and delivery of the programme. The programme team told us about a range of service user activities but confirm that they need to formalise and document these processes. They told us about an ambition for patient-student partners and the role of technology to provide wider access of SUCs to nursing associate students. Students told us that they had not had any input from service users in the delivery of the theory element of their programme.

We met with one service user via Skype, who told us they are able to meet with students and talk about their experiences. However, the SUC we spoke with has only been involved with the programme in the three weeks prior to the approval visit. Service user involvement in the recruitment and selection of nursing associate apprentice students is inconsistent, with some employers including representatives from patient and public involvement groups in selection panels, and other employers asking service user representatives to formulate interview questions. PLPs and employers confirm these inconsistencies. LSBU has a people's academy which reflects the service user voice and provides robust preparation of SUCs, dependent upon their contribution to the programme. We were told by the programme team that two members of the people's academy had been involved in the development of the programme, but programme documentation and discussions at the approval visit did not confirm this and it is unclear how the people's academy has informed this programme. We found no evidence that the programme has been co-produced with SUCs. (Condition one) (SFNME R1.12, R2.7, R5.5; SPNAP 2.1)

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

YES NO

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

YES NO

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

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

MET **NOT MET**

R2.4 is met. The programme documents and discussions at the approval visit confirm the programme will provide a breadth of external placements, providing non-field specific, lifespan experiences. The programme planner demonstrates how theory modules run consecutively to allow students to build their knowledge. The programme team told us about the diverse teaching team and that modules take a cross-field lifespan approach. While students told us there is some variation in the structure of their placement learning depending on their employer, students confirm they are provided with an appropriate breadth of experience across the lifespan and in a variety of settings. The PLPs told us about creative learning opportunities to ensure that the students have the necessary placement experience, discussions with the students confirmed this. Placement learning experiences are recorded in the PAD. The students, PLPs and programme team told us that student achievement is monitored on a weekly basis by the programme team. Monthly meetings are held in practice which allows students and PLPs to identify if, and where, additional placement learning is needed. Employers work reciprocally with other PLPs to ensure that students have the necessary breadth of experience. The PLPs work with students to identify opportunities which will enable them to meet the placement learning outcomes.

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

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

YES **NO**

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

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

MET **NOT MET**

R2.6 is not met. Programme documentation and discussions at the approval visit, confirm the programme exceeds the NMC requirements on programme hours. There are however inconsistencies in the recorded hours across programme documentation. Documentary review indicates that the programme is over 4000 hours across the two years, for the pre-registration nursing associate apprenticeship route. Documentary analysis does not provide assurance that nursing associate apprenticeship students can comply with the EU working time directive. (Condition two) (SFNME R2.1, R5.3, R5.15, SPNAP R2.6, R2.7)

The programme planner confirms the programme length as two years, excluding the end point assessment. The programme team told us that the AEI regulations consider the apprenticeship route as a part-time programme.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET **NOT MET**

R2.7 is not met. Programme documentation and discussions at the approval visit, indicate inconsistencies in the programme hours, for the nursing associate apprenticeship route. Whilst theory and practice hours (protected learning time), appear equal, when additional 'on the job' hours are included, the hours are not achievable without students breaching the EU working time directive.

There is a requirement for the AEI to provide a revised programme structure that demonstrates there is an equal balance of theory and practice and the programme does not exceed the EU working time directive. (Condition two) (SFNME R2.1, R5.3, R5.15, SPNAP R2.6, R2.7)

Programme documentation (module descriptors) and discussions at the approval visit identified a range of learning and teaching strategies, including flipped classroom, skills and simulated learning and practice learning in home and external placements. Each module has placement hours attached and practice related learning outcomes, including modules only assessed via a theory-based assessment. A practice learning module is assessed via the England NAPAD at the end of each year. The programme team told us students could carry two failed proficiencies into year two. Further discussion and review of the England NAPAD confirmed this was not the case. Students can only carry over proficiencies they have not had opportunity to complete in year one.

Recommendation two: Enhance guidance for nursing associate students in relation to practice assessment and completion of the England NAPAD, in relation to the requirements of the NMC (2018) SSSA. (SPNAP 4.2)

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

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

YES NO

Not applicable. Registration is solely with the NMC.

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

YES NO

The programme documents and discussions at the approval visit confirm the intention to have four cohorts, with a maximum of 500 students each year. The programme team are currently supporting over 350 legacy nursing associate apprentices. The current programme team comprises of 19.6 WTE members of staff. We were told that an additional 50 members of academic staff will be required in order to deliver the proposed programmes. We were told that 15 new posts will be advertised by the end of October 2019 and a further 35 in January 2020. There is no documentary evidence to support this.

There is an overarching requirement for the AEI to provide a business plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for programme delivery. (Condition four) (SFNME R2.18 and AEI)

The programme documents and discussions at the approval visit confirm the intention to have four cohorts of nursing associate students, with a maximum of 500 students each year. The programme team are supporting over 350 legacy nursing associate apprentices. We found a lack of clarity in relation to resources such as accommodation and skills rooms required for the proposed numbers of nursing associate students. There is a requirement for the AEI to provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. (Condition five) (SFNME R2.14)

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

YES NO

Outcome

Is the standard met? MET NOT MET

We are not assured that there are sufficient appropriately qualified and experienced academic staff for the proposed delivery of the pre-registration nursing associate programme on the scale presented by the programme team.

Condition four: Provide a business plan that demonstrate that there are sufficiently and appropriately qualified and experienced people for programme delivery. (SFNME R2.18) (Joint NMC and AEI condition)

We are not assured that resources including teaching accommodation and clinical skills facilities are in place for the proposed numbers of nursing associate students.

Condition five: Provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. (SFNME R2.14) (Joint NMC and AEI condition)

Programme documentation (programme planner/module descriptors) and discussions at the approval visit, demonstrate inconsistencies in the number of programme hours. While theory and practice hours (protected learning time), appear equal, when added to 'on the job' hours, these are not achievable without students breaching the EU working time directive. The theory and practice hours recorded in the module specifications do not demonstrate an equal theory practice split.

Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice and does not exceed the EU working time directive. (SFNME R2.1 R5.3, R5.15, SPNAP R2.6, R2.7)

Date: 15 July 2019

Post event review

Identify how the condition(s) is met:

Condition two: Documentation submitted by the AEI, including an exemplar of a programme planner demonstrates an equal balance of theory and practice hours, without students breaching the EU working time directive to meet the required hours.

Evidence:

Response to conditions and recommendations, August 2019

Rationale and overview, August 2019

Condition four: Documentation provided by the AEI, including a business plan demonstrates time lines to ensure there are sufficiently and appropriately qualified and experienced people for programme delivery.

Evidence:

Business plan, August 2019

Condition five: Documentary evidence from the Provost at LSBU confirms staffing will be maintained at 20:1 and that there are sufficient teaching facilities for 4 cohorts of nursing associates per year.

Evidence:

Nursing associate resourcing, August 2019

Date condition(s) met: 23 August 2019

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

Condition two, four and five are now met

SFNME R2.1, R2.14, R2.18 R5.3, and R5.15 are now met.

SPNAP R2.6, R2.7 are now 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:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. The programme documents and discussion at the approval visit confirm the England NAPAD will be adopted. The NAPAD is mapped to the Standards of proficiency for nursing associates (NMC, 2018) and successful completion of all elements will ensure these are addressed. The programme team and PLPs confirm an appropriate range of placement experiences for students to complete via the use of home, external placements and a hub and spoke model. Students told us that they have appropriate placement learning opportunities in a diverse range of settings. Employers told us that they are working in partnership with other PLPs to provide reciprocal opportunities for placements. PLPs told us that they look for creative opportunities for students. PLPs viewed this partnership approach to be positive as it allows students to gain a breadth of experience. Governance of practice learning environments is in place.

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

MET **NOT MET**

R3.2 is met. The programme documentation and discussion at the approval visit confirm the England NAPAD will be adopted. The nursing associate ongoing achievement record (NA OAR), provides space for students to document their experiences of the four fields of nursing. The programme team and PLPs told us that students have a range of placement experiences via the use of home and external placements with a hub and spoke model. Programme documentation confirms robust arrangements are in place to support the allocation of placements, with new software being adopted from September 2019 to enhance this process. Students told us that they have appropriate placement learning opportunities in a diverse range of settings, this includes care of people across the lifespan, and with a range of cognitive, mental health and physical care needs. Employers told us that they are working in partnership with other PLPs to provide reciprocal opportunities for placement. PLPs told us that they look for creative opportunities

for students. PLPs viewed this partnership approach to be positive as it allows students to gain a breadth of experience. Students told us they have opportunity to evaluate practice placements and are very positive about the weekly review of their PAD by the programme team.

Documentary evidence indicates quality monitoring of each practice learning environment is assessed through the pan London educational audit over a two-year period by academic and senior practitioners from that area. Several practice learning environments used by LSBU are shared with other AEIs and the quality monitoring process is shared with both AEIs and PLPs.

PLPs told us they have regular operational meetings with the programme team, including quarterly PLP forums where good practice is shared. Regular meetings hosted by PLPs provide further opportunity to monitor the practice learning environment. Link lecturers are attached to each placement area providing a robust partnership between and AEI and PLPs.

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

MET **NOT MET**

R3.3 is met. The programme documentation and discussion at the approval visit confirm that simulated and technology enhanced learning opportunities are provided as part of the learning, teaching and assessment strategies. They are embedded in all modules across the programme, with technology enhanced learning and simulation used in relation to the achievement of theory hours only. Programme documentation provides evidence that all nursing associate students will complete a programme of mandatory skills across their programme which are in keeping with the core skills training framework.

Documentary evidence confirms the delivery of simulated learning is supported by an online skills package and all nursing associate students have a skills booklet, which allows them to summarise clinical skills learning. Practical workshops with problem-based approaches and mock clinical scenarios are used with both high and low fidelity simulation in clinical skills laboratories, which aim to role model practice learning environments. Incident analysis is used to encourage applying theory into practice. Simulated learning is particularly used in relation to nursing associates' development of medicines management skills.

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

MET **NOT MET**

R3.4 is met. The programme documentation and discussion at the approval visit provide evidence that student's individual needs and personal circumstances are taken into account, including travel requirements and previous experiences.

Documentary evidence confirm LSBU policies including extenuating circumstances and disability support, relate to learning and assessment in the practice learning

environment. Documentary evidence confirms staff employed by PLPs complete mandatory equality and diversity training, to promote inclusion.

Occupational health referral is offered by the university and LSBU policy states that reasonable adjustments will be made, where appropriate to practice learning experiences. There is student facing documentation, including the England NAPAD, which provides information about providing reasonable adjustments in the practice setting. The students we met provided examples of how reasonable adjustments are made and confirmed they were informed about reasonable adjustments before they started the programme. PLPs confirm that reasonable adjustments are made. This is done through engagement with the students. Some PLPs have dedicated dyslexia support and the practice education teams will offer additional support as needed for example OSCE preparation. LSBU student support centre offers pastoral support to all students, with further support provided by the student mental health and well-being service, personal tutors and the programme director.

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

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

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

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

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

MET **NOT MET**

R3.5 is met. The programme documentation and discussions at the approval visit confirm nursing associate students following an apprenticeship and sponsorship route, will have protected learning time via option B. The programme documentation provides a breakdown of hours indicating that more than 20 percent is allocated to academic study and more than 20 percent is for external placements. Discussions with the programme team confirm they are aware that all programme hours must have protected learning time. The NA OAR provides a definition and examples of protected learning time and provides space for protected learning time to be recorded. The programme team told us that the PLPs have been asked to allocate set days for students' protected learning time. PLPs confirm they are committed to ensuring students following the SPNAPs (NMC, 2018) will have protected learning time. Both PLPs and students confirm the importance of protected learning time, with PLPs telling us about the use of e-rostering to monitor protected learning time. Programme documentation provides

evidence of the processes a nursing associate student should follow if they have concerns about protected learning time. Students told us at the approval visit, that they are supported to raise concerns including in relation to protected learning time.

Programme documentation confirms processes for the quality monitoring of practice learning environments using the pan London education audit and by student evaluation of practice, which takes place following the completion of each practice learning opportunity. Any concerns including those related to protected learning time are discussed with practice-based clinical and education staff and action plans created, implemented and reviewed.

For nursing associate students following a self-funding route, the programme documentation provides evidence to confirm students would follow option A: supernumerary, with a definition provided of supernumerary status.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET **NOT MET**

Date: 15 July 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation and discussions at the approval visit confirm this requirement is met, with the nursing associate programme mapped to the Standards of proficiency for nursing associates and the adoption of the England NAPAD. There are robust programme, school and university quality assurance processes, for monitoring and evaluating NMC programme provision. The FdSc nursing associate programme management group oversees the strategic and operational management of the programme, with the aim of a shared vision between the university and PLPs. Programme documentation confirms processes for the quality monitoring of practice learning environments using the

pan London education audit and by student evaluation of practice, which takes place following the completion of each practice learning opportunity. Strategically, LSBU and PLPs are part of the pan London PLG and the programme team told us a pan London approach is being taken in relation to the preparation of those involved in the SSSA. Programme documentation and discussions at the approval visit confirm contracts are in place between LSBU and the nursing associate partnerships.

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

MET **NOT MET**

R4.2 is met. Programme documentation and discussions at the approval visit, confirm this requirement is met. LSBU and PLPs are part of the pan London PLG and the programme team told us a pan London approach is being taken in relation to the preparation of those involved in the SSSA. PLPs confirmed their involvement with the pan London PLG and are using the resources provided to prepare for the implementation of the SSSA. They particularly told us about the adoption of the online preparation package and that practice supervisor preparation will be included in the nursing associate preceptorship programme. The programme team told us that final arrangements for identifying and preparing academic assessors for the nursing associate programme have not been confirmed. A programme of preparation is in place. It is proposed that there will be a cohort lead for each intake who will undertake the role of academic assessor for different cohorts on a reciprocal basis, but a scoping exercise has not yet been completed to confirm this arrangement. Recommendation five: Consider developing a methodology of appointing academic assessors to nursing associate students to ensure compliance with SSSA R6.1 and ensure the necessary human resource is in place. (SFNME R2.18)

Students told us they are supported in both theory and practice elements of the programme and adjustments are provided as required. PLPs and students told us about the importance of protected learning time, with practice partners providing commitment to protected learning time. The programme team and PLPs confirmed plans to adopt the England NAPAD, with PLPs welcoming its introduction. The programme team told us how the assessment of practice learning by the England NAPAD is attached to one module each year. Recommendation two: Enhance guidance for nursing associate students in relation to practice assessment and completion of the England NAPAD, in relation to the requirements of the SSSA (NMC, 2018). (SPNAP 4.2)

Documentary evidence confirms students have timely feedback, with the England NAPAD, providing a structure for communication between all those involved in the supervision and assessment of students and facilitates regular feedback opportunities. Students confirm they are supported to raise concerns by both PLPs and the AEI.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Programme documentation and discussions at the approval visit confirm students are provided with timely feedback. The England NAPAD provides opportunity for practice supervisor and practice assessors and others to provide feedback on students' performance including service user feedback in relation to practice learning. The OAR provides space for the quarterly tripartite interviews to be recorded. Documentary analysis confirms students complete a range of formative and summative assessments, with timely feedback provided to support their development. Students told us that they are well supported both in theory and practice.

The assessment strategy of the nursing associate programme presented currently utilises a number of OSCEs. With the changes to the nursing associate apprenticeship EPA greater diversity of assessment could be considered. Recommendation one: Consider reviewing the numbers of OSCEs assessments, to ensure the assessment strategy incorporates a wider range of authentic and creative assessment. (SFNME R5.8; SFNAP R4.4, R4.7)

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

MET NOT MET

R4.5 is met. The Standards of proficiency for nursing associates are mapped to the England NAPAD. The module descriptors clearly identify the platforms they address. Students are required to pass all assessments and there is no compensation between theory and practice. Student proficiency for each part of the programme is confirmed in the OAR which includes the academic and practice assessor contributions. Additional documentary evidence was provided which confirms that all Standards of proficiency for nursing associates have been mapped to the theory and practice components of the programme. This

demonstrates that students who successfully complete the programme will meet the relevant NMC standards.

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

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

YES NO

The module descriptors indicate that pharmacology for nursing associates one (year one) requires students to complete a numeracy test paper of 20 questions (30 minutes) with a 50 percent pass mark. Pharmacology for nursing associates two (year two) indicates students will complete two objective structured clinical examinations (OSCEs) which will incorporate health numeracy, these are both pass/fail, but there is no indication that the pass mark is 100 percent. The programme team told us that the numeracy assessment is embedded in an OSCE assessment. The programme team told us that students must pass the numeracy element of the OSCE with 100 percent in order to pass the OSCE. There is no documentary evidence to support this. (Condition three) (SPNAP R4.6)

Recommendation three: Clarify the medicines management assessment in student facing documentation. (SPNAP R1.6, R4.6)

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

There is no documentary evidence to ensure that the health numeracy assessment related to nursing associate proficiencies and calculations of medicines must be passed at a score of 100 percent.

Condition three: Programme documentation must confirm a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent. (SPNAP R4.6)

Date: 15 July 2019

Post event review

Identify how the condition(s) is met:

Condition three: Documentary evidence submitted by the AEI, includes the module descriptor for the pharmacology for nursing associates two module, which provides evidence that all numeracy calculations attached to the two OSCE assessments must be completed correctly to pass the OSCEs. Both OSCEs must be passed to pass the module.

Evidence:
Module descriptors, August 2019

Date condition(s) met: 23 August 2019

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

Condition three is now met.
SPNAP R4.6 is now met.

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.

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)
YES **NO**
- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)
YES **NO**

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

[Standards framework for nursing and midwifery education](#) specifically R2.11, R2.20

YES **NO** **N/A**

There is no fall back exit award with NMC registration as a nursing associate.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 15 July 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Practice learning guidelines for nursing associate students, 2018/19</p> <p>Responses to the NMC initial draft report for the validation of FdSc nursing associate, July 2019</p> <p>Compliance letter, August 2019</p> <p>Post event evidence to meet conditions:</p> <p>LSBU approval letter, August 2019</p> <p>Response to conditions and recommendations, August 2019</p> <p>Rationale and overview, August 2019</p> <p>FdSc nursing associate course specifications, August 2019</p> <p>Module descriptors, August 2019</p> <p>Resource document, August 2019</p> <p>Nursing associate resourcing document, August 2019</p> <p>Course plan exemplar, August 2019</p> <p>Nursing associate course plans with EPA and exam boards, August 2019</p> <p>Business plan, August 2019</p>		

Mapping of modules to SoP, August 2019
 Practice learning guidelines for nursing associate students 2019/20, August 2019
 Draft job description, August 2019
 Peoples academy, a service user involvement strategy 2019/20, August 2019
 Service user operation plan, August 2019
 Cause for concern form, August 2019
 Supporting development of clinical academic careers, August 2019

If you stated no above, please provide the reason and mitigation
 No FE colleges are involved in the delivery of the nursing associate programme.
 No student university handbook available, academic regulations 2018/19 is a student and staff facing university handbook.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study:

One x February 2019 (year one)
 Three x March 2019 (year one)
 Three x October 2018 (year one)
 One x November 2018 (year one)
 Eight x December 2018 (year one)

17 x fast track (about to start year two)

All students in attendance are apprentices on the HEE 2017 nursing associate apprenticeship.

Service users and carers



If you stated no to any of the above, please provide the reason and mitigation
No FE colleges are involved in the nursing associate approval.

Additional comments:

We met with one service user viaSkype.

We met with nursing associate apprentice employers:

Imperial College Healthcare NHS Trust

Chelsea and Westminster Hospital NHS Foundation Trust

St Christopher's hospice

Oxleas NHS Foundation Trust

King's College Hospital NHS Foundation Trust

Lewisham and Greenwich Hospital NHS Foundation Trust

Central London Community Healthcare NHS Trust

Voluntary Organisations Disability Group

Great Ormond Street Hospital for Children NHS Foundation Trust

Choice Support.

Guy's and St Thomas' Hospital NHS Foundation Trust

South London and Maudsley Hospital NHS Foundation Trust

North East London NHS Foundation Trust

Barking Havering and Redbridge University NHS Foundation Trust

Kingston Hospital NHS Foundation Trust

South West London and St Georges Mental Health NHS Trust

London North West University Healthcare NHS Trust

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Lewisham and Greenwich NHS Trust, 11 January 2019 Newham University Hospital, 5 April 2019 North Middlesex University Hospital NHS Trust, 14 September 2018		
If you stated no to any of the above, please provide the reason and mitigation Established provider of pre-registration nursing education.		
Additional comments:		

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Issue record

Final Report			
Author:	Jennifer Pinfield	Date:	19 August 2019
Checked by:	Pam Page	Date:	9 September 2019
Approved by:	Leeann Greer	Date:	27 September 2019
Submitted by:	Lucy Percival	Date:	27 September 2019