

Programme approval visit report

Section one

Programme provider name:	Nottingham Trent University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Landermeads Nursing Home Sherwood Forest Hospitals NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust Nottingham University Hospitals Trust Wren Hall Nursing Home Nottingham City Care Partnership
Programme(s) reviewed: Programme: Nursing associate apprenticeship Title of programme: Foundation Degree Nursing Associate Programme start date: 17 November 2019 Academic level(s): England, Wales, Northern Ireland: Level 5	
Date of approval	22 July 2019
QA visitor(s):	Registrant Visitor: Ronnie Meechan Lay Visitor: Zoe Butterfint

Section two

Summary of review and findings

The school of social sciences, (the school), have provided documentary evidence that Nottingham Trent University (NTU) are seeking approval for a full time 27-month pre-registration nursing associate programme (foundation degree nursing associate apprenticeship).

The programme is negotiated and developed with lead managers of participating healthcare organisations and representatives from the locality. There is documentary evidence of the following employer practice learning partners (PLPs): Landermeads nursing home, Wren Hall nursing home, Nottingham City Care Partnership (NCCP), Nottinghamshire Healthcare NHS Foundation Trust (NHFT), Nottingham University Hospitals NHS Trust (NUHT) and Sherwood Forest NHS Foundation Trust (SFFT).

The programme is based on the Standards for pre-registration nursing associate programmes (SPNAP) and the Standards of proficiency for nursing associates (SPNA) (NMC, 2018). The programme aims to prepare foundation degree graduates for entry to the NMC register as a nursing associate. There is documentary evidence confirming partnership working between the school and key stakeholders.

The Standards for student supervision and assessment (SSSA), (NMC, 2018) are mapped in the programme.

The Standards framework for nursing and midwifery education (SFNME) are not met at a programme level.

The programme is recommended for approval subject to three conditions. Visitors made three recommendations.

Updated 10 September 2019

Evidence is provided to meet the conditions. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: The school must develop a clear Recognition of prior learning (RPL) policy that reflects NMC requirements for nursing programmes, including appropriate mapping of outcomes/proficiencies and unambiguous guidance for applicants applying for the NTU pre-registration nursing associate programme. (SFNME R2.8; SPNAP R1.5)</p> <p>Practice learning:</p> <p>Condition two: The AEI with practice learning partners must identify clear processes and policies for raising concerns and system regulator reports within student facing documents, including flow charts. (SFNME R1.6, R1.7, R1.9, R4.2, R4.8; SPNAP R3.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: The programme team must appoint an external examiner prior to the programme commencing. The external examiner must have oversight of the RPL process. (SFNME R2.20)</p>
<p>Date condition(s) to be met:</p>	<p>10 September 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The school is asked to consider an implementation plan with regards to the involvement of service user involvement with recruitment, delivery and assessment of students. (SFNME R1.12)</p> <p>Recommendation two: The school is asked to consider all four fields of nursing are reflected more clearly in programme/module learning outcomes. (SPNAP R2.4)</p>

	<p>Recommendation three: The school and PLPs are asked to consider creating an unified policy with regards to undertaking and sharing satisfactory DBS and occupational health reports. (SPNAP R1.2)</p> <p>Recommendation four: The school is asked to consider that student facing documentation includes an explanation of roles and responsibilities for individuals involved in the delivery, management and support of the programme. (University recommendation)</p> <p>Recommendation five: The school is asked to consider reducing the volume of formative assessment in year two as students become more familiar and more confident with different types of assessment. (University recommendation)</p> <p>Recommendation six: The school is asked to consider including an external panel member (from outside of the school) to attend the examination boards throughout the year. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>NTU is a new approved education institutions (AEI) therefore the implementation of NMC standards in theory and practice learning.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Revised copies of the programme documentation provide evidence that conditions one, two and three are met.</p> <p>Assurance is provided that the school has policies in place (RPL and raising concerns). The raising concerns and RPL policy are detailed in student facing documents. Student facing documents are updated.</p> <p>Assurance is provided that the school has appointed an external examiner to the programme who will have oversight of an RPL claims.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	10 September 2019

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>

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

There's documentary evidence NTU demonstrates partnership working with PLPs. Meeting minutes identify PLP involvement in the co-production and design of the pre-registration nursing associate programme.

Placement agreements are developed in conjunction with PLPs and are signed by a NTU representative and representatives of those PLPs. The agreements commit NTU and PLPs to providing safe and supportive learning environments for pre-registration nursing associate students. NTU has processes in place for agreed common objectives for where practice learning environments are shared between NTU and other AEIs.

Senior nurses and practice education leads from NHFT, NCCP, NUHT and SFFT tell us there are effective processes in place to respond effectively to the needs of students, practice supervisors and practice assessors. The programme team tell us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. The programme team, senior nurses and practice education staff tell us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments. PLPs will attend the practice assurance committee and the course committee.

There is documentary evidence of systems, processes and individuals in place to ensure the co-ordination of practice learning. We are informed by senior nurses satisfactory disclosure and barring service (DBS) and occupational health (OH) clearance prior to commencing the programme is required. NTU documentation identifies the need for satisfactory DBS and OH on admission and throughout the programme, however the process could be clearer. The programme team and practice partners are advised to consider a process for how this information is shared and managed for students who may have to take an interruption to their studies. (Recommendation three) (SPNAP, R1.2)

Documentary evidence and the approval process tell us service users attend curriculum development group meetings for the programme. There is documentary evidence to support the school's commitment to service user involvement in

healthcare education. It is a programme intention for service users to be involved with student selection, programme delivery and student assessment in theory and practice learning. Service users say they're consulted about and contribute towards the design and development of the programme. Service users say they're aware they'll be involved with the selection, delivery and assessment of students and they'll receive training and education to undertake these roles including equality and diversity training. They are less certain about the plan of activity and what this will entail. Consideration for creating a clear implementation plan of service user activity, including selection, delivery and assessment of students to enhance service user visibility involvement within the programme is advised. (Recommendation one) (SFNME R1.12)

NTU will be a new provider of pre-registration nursing associate education and as such they do not have any students undertaking pre-registration nursing associate programmes. There's documentary evidence confirming consultation with students undertaking programmes of education at another AEI with regards to the design and development of the new programme. Students undertaking other NTU programmes tell us processes are in place for them to give feedback on their theory and where applicable work-based learning activities and there's a student representative system. We met students undertaking the pre-registration nursing associate programme at another AEI who will share practice learning environments with NTU. They tell us they have opportunities to learn from a range of people in these practice learning environments, including service users and through inter-professional learning.

There's evidence NTU is committed to responding to student feedback through periodic course review, periodic school review and that students will receive feedback on their work. There is documentary evidence in the student handbook and an online video of a student representative system and a forum for students to provide feedback to the school through the school student forum. NTU is committed to respond to feedback from service users. Nottingham Trent student representatives from the student union (NTSU), or student representatives more generally, also serve on governance committees. A joint university and NTSU student engagement and academic representation steering group meets on a regular basis.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

outcomes

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.5 is not met.

The NTU quality handbook outlines NTU processes for RPL. The handbook identifies that where a university's award is validated, or accredited by a professional, statutory and regulatory body (PSRB) or other external body, any course specific arrangements for accreditation of prior certificated learning (APCL) or accredited prior experiential learning (APEL) will be outlined within student facing documentation. The pre-registration nursing associate course operational document (COD) allows applicants with suitable academic credit and or experience to be awarded up to a maximum of 50 percent RPL. There is no statement in the RPL section of the COD the 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, or how this would be managed.

The process of making an RPL claim is detailed in the NTU quality handbook. Normal NTU procedure does not require an external examiner to sample, review and report to an assessment board on RPL claims. Policy is not fully developed and does not reflect a derogation from NTU APEL policy at school level. Policy must identify that for all NMC approved programmes mapping of programme outcomes and proficiencies are undertaken and RPL claims are reviewed by an external examiner. (Condition one) (SFNME R2.8; SPNAP R 1.5)

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 (ORA)/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.

There's documentary evidence that the England nursing associate practice assessment document (PAD) and the ongoing achievement record (OAR) are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Documentary evidence identifies students can access study support from the library team and from their personal tutors and programme team. Digital platforms include the NTU platform, ref-works, NOW e-portfolio and pebble pad. NTU student portal is NTU NOW (Nottingham Trent university online workspace). NTU students undertaking other programmes of study say resources are available for them to access across all of the campuses. All students applying for the new

programme will undertake an individual needs analysis prior to commencing the programme, enabling the programme team to identify specific student learning needs prior to enrolment.

Students are required to evidence general certificate of secondary education grades C or four (or equivalent level two qualification) in mathematics and English prior to joining the programme. Applicants during the selection day are required to undertake a numeracy and literacy test.

Numeracy is assessed throughout the programme with students having to demonstrate 100 percent pass in level five, students have a formative calculations test in year one of the programme. Students on the pre-registration nursing associate programme are required to complete a medicines management assessment in each part including a drug calculations assessment. The programme course operational document and module descriptors identify where proficiency outcomes in numeracy are delivered and assessed.

The learning support advisors tell us students are encouraged to use NTU NOW interactive learning resources in order to access a range of online tools relating to referencing, literacy, and numeracy to enhance their digital skills.

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

NTU is applying for AEI status to provide a pre-registration nursing associate programme. They currently have no students enrolled onto this programme and therefore will not be transferring students.

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

No

There is no statement in the RPL section of the COD that the 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. Policy is not fully developed and does not reflect a derogation from NTU APEL policy at school level. There's no mapping of programme outcomes and

proficiencies and RPL claims are not reviewed by an external examiner.

Outcome

Is the standard met?

Not Met

There is no statement in the RPL section of the COD that the 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. Policy is not fully developed and does not reflect a derogation from NTU APEL policy at school level. There's no mapping of programme outcomes and proficiencies and RPL claims are not reviewed by an external examiner.

Condition one: The school must develop a clear RPL policy that reflects NMC requirements for nursing programmes, including mapping of outcomes/proficiencies and unambiguous guidance for applicants applying for the NTU pre-registration nursing associate programme. (SFNME R2.8; SPNAP R1.5)

Date: 1 August 2019

Post Event Review

Identify how the condition is met:

Condition one:

The school has provided a detailed RPL policy. The policy says the 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. The RPL policy stipulates involvement of external examiners in RPL claims. Student facing documents signpost students to the RPL process. The condition is met.

Evidence:

NTU RPL policy, September 2019

NTU TNA course handbook, September 2019

NTU TNA course operational document, September 2019

NTU TNA course specification, September 2019

Date condition(s) met: 10 September 2019

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 2 Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education

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

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

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

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

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

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)

Yes

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.

There's documentary evidence demonstrating the design and delivery of the

programme supports students' learning across the lifespan.

Documentary evidence identifies the programme facilitates student learning in theory and practice. Programme handbooks and COD identify where learning and assessment takes place, including simulated practice and clinical skills teaching.

Documentary evidence and the approval process identify the programme uses a hub and spoke model of allocating practice experience. Students will undertake practice learning opportunities 'at home', 'close to home' and 'in hospital'. This will ensure they experience across the lifespan care in all four fields of nursing and enable them to develop a broad range of knowledge and skills which will inform their professional practice.

There's a regional memorandum of understanding for mandatory training for nursing associates. A record of mandatory training activities is maintained by PLPs and NTU. Students undertaking the pre-registration nursing associate programme we met from another AEI tell us they have direct care experience of all the fields of nursing practice and PLPs are familiar with their need for protected learning time.

There are signed agreements between the school and PLPs identifying joint responsibility for students on pre-registration nursing programmes.

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.

The COD identifies the programme is 27 months in duration. The programme team

confirm the length of the programme which exceeds 2300 hours. Module descriptors detail theory and practice learning hours. Programme learning is sufficient to meet the Standards of proficiency for nursing associates.

NTU has a placement management system (InPlace) that records all theory and practice learning activity. NTU, PLPs and the professional lead for student nursing associates oversee and monitor the practice allocation process to ensure students experience across the lifespan care for people in a variety of settings. Students undertaking the programme will have a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning.

The NTU practice learning team record and monitor all theory and practice learning hours. Students who have unmet hours are monitored by the academic assessor. Practice assessors, practice supervisors and academic assessors continuously monitor practice learning hours and these are documented in the PAD which is contained in the PebblePad e-portfolio.

NTU's practice learning team liaise with practice education leads to identify suitable practice areas for retrieval of unmet programme practice hours where necessary. Simulation is used in theory and practice modules to enable students to acquire and develop clinical skills.

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.

Documentary evidence demonstrates programme hours are mapped against the NMC minimum hours required and are an equal balance of theory and practice learning. Programme theory and practice hours are clearly identified within module descriptors, programme planners and within the student handbooks.

The documentary evidence identifies a comprehensive range of learning and teaching strategies. These include lectures, workshops, small group learning,

technology facilitated, problem-based learning, student presentations, reflection on practice, online learning via NTU NOW and simulated practice/clinical skills approaches to learning and teaching.

The NTU practice learning team and academic assessors liaise with the professional lead for nursing associates within the Nottingham integrated system to ensure practice learning experiences are mapped to ensure a variety of lifespan experience for students.

The COD and programme handbook detail appropriate aims and outcomes. The indicative content in the module descriptors is aligned with the six platforms within the Standards of proficiency for nursing associates. Whilst the care of individuals is evident in the indicative content at modular level this could be strengthened with specific programme outcomes. The school is asked to consider all four fields of nursing are reflected more clearly in programme/module learning outcomes. (Recommendation two) (SPNAP R2.4)

All stakeholders say the programme and practice learning opportunities will prepare students for entry to the NMC register as a nursing associate.

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

Yes

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?

Met

Date: 1 August 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

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

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

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

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

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

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

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.

Documentary evidence demonstrates how students will develop skills to deliver care to a diverse range of people across the lifespan through appropriate practice learning opportunities. The practice assessment document has outcomes and proficiencies that facilitate nursing associate students to deliver safe and effective care to a diverse range of people across the lifespan and in a variety of settings. These are sufficient to meet the Standards of proficiency for nursing associates.

There's documentary evidence of how hub and spoke practice experience will benefit students in gaining experience of caring for people across a variety of settings. Students we met from another AEI tell us they're supported in practice

learning environments and there's sufficient opportunity to get experience across the lifespan and in a variety of settings throughout their programme.

The programme team, senior nurses, and practice education staff tell us there's sufficient capacity across the geographical location to ensure practice learning experiences are available to allow students to deliver safe and effective care.

All students tell us they receive protected learning time and they're considered as supernumerary when undertaking external practice placements. Supernumerary status of NTU students is stated in the NTU programme specification and handbooks, this is in line with the 20 percent protected learning time in external practice placements. Employer PLPs confirm students will receive protected learning time and this is part of the contract agreement with the university.

NTU has a fitness to practise policy (FTP) and student conduct in relation to the FTP policy and the NMC code is outlined in the student handbook. The terms of reference for the practice assurance panel and the raising concerns policy in relation to student conduct outlines the arrangements and responsibilities of NTU staff and PLPs when considering issues of competence and fitness to practise.

Senior nurses and practice education leads from NHFT, NCCP, NUHT and SFFT tell us nursing associate students, practice supervisors and practice assessors are supported by clinical educators to facilitate safe and effective care. The programme team say they will ensure academic assessors and link lecturers will support students and practice assessors and supervisors.

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)

Not Met

R3.2 is not met.

The school has a clear system in place to monitor the quality of practice learning environments through education audit and for students' evaluation of their practice learning experiences. The programme team, senior nurses and practice education staff tell us clinical areas are audited and where areas are shared with another AEI there's a system in place to ensure information is shared.

There is no clear process in place to ensure system regulator reports are shared between PLP's and NTU. Senior nurses and practice education staff say where a system regulator identifies a requires improvement outcome this is shared with AEIs and action plans are created. A review of the on-going suitability of practice learning environments for student learning is undertaken. Senior nurses, practice

education staff and the NTU programme team tell us they will adopt the same processes for sharing information in relation to system regulator inspection outcomes. NTU programme staff are aware of the need to report this information through NMC exceptional reporting and at annual self-evaluation reporting. The programme team must create policy and process for the sharing of system regulator reports and how these will be responded to and monitored. (Condition two) (SFNME R1.6, R1.7, R1.9, R4.2, R4.8; SPRNAP R3.2)

In relation to a raising concerns policy for students, the current NTU policy is focused on staff identifying a concern about a student's practice rather than students raising a concern about the wellbeing of patients and service users. The programme team with PLPs must identify processes and policies for raising concerns and system regulator reports in student facing documents, including flow charts. (Condition two) (SFNME R1.6, R1.7, R1.9, R4.2, R4.8; SPRNAP R3.2)

The programme team and PLPs tell us the suitability of practice placements to meet programme outcomes are reviewed collaboratively as part of the annual interim course review and periodic course review process every three years. These reviews include practice placement education leads and academic placement development team leads with the placement allocation team. Practice learning opportunities are designed in relation to the experience required for students to deliver safe and effective care to a diverse range of people, across the lifespan and in a variety of settings.

Student learning and achievement is supported and monitored in the practice setting by practice supervisors, practice assessors and academic staff. Practice learning outcomes and proficiencies are assessed using the national nursing associate PAD and progress and achievement is monitored through the OAR.

Practice education leads in all PLP and employer organisations tell us they meet regularly with their current AEI providers to feedback, contribute to the monitoring of all programmes and resolve any escalated concerns. The NTU COD and programme specification identifies forums and committees including the practice assurance committee that will facilitate processes for assessing, monitoring and evaluating practice learning experiences.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors tell us there are appropriate processes for assessing, monitoring and evaluating practice learning experiences. This includes processes for withdrawing students from a practice learning area and supportive measures when reintroducing students to practice learning areas. Senior nurses, practice education staff, practice supervisors and practice assessors tell us students undertaking the programme will have a variety of practice learning experiences to meet the holistic needs of people, across the lifespan and in a variety of settings.

PLPs are aware of processes for raising and escalating concerns. NTU students tell us that they are given the opportunity to evaluate modules and NTU is quick

and effective in response when issues are raised.

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.

There's documentary evidence the NTU virtual learning environment (VLE) provides access to online materials which support the programme and student learning. The VLE includes more general resources to aid student's studies. The school will use NTU NOW platform. It will include flipped learning tasks, interactive activities, research tasks, reading lists, links to relevant videos, articles and documentaries, recordings of all workshops, slides, handouts and other resources used in the workshops. Access to PebblePad, study skills guidance, sources of apprentice support and assessment information guidance are in NTU NOW.

NTU has invested in a new clinical skills suite for the delivery of clinical education. This suite includes a wide range of high fidelity health education technologies which will simulate healthcare environments. Documentary evidence and approval process indicates students will undertake workshops in the suite with the aim of developing their practical skills in a realistic setting. The skills suite will be used for formative and summative assessment, enabling students to be assessed practically using simulated scenarios.

There's evidence in programme handbooks and module guides of simulation-based learning activities including assessment by objective structured clinical examinations (OSCEs).

Documentary evidence and the approval process demonstrate commitment to inter-professional education. NTU nursing associate students will undertake classroom and simulation based activities with other NTU healthcare related students, including paramedics.

The PAD requires students to reflect on their learning with other professionals in the practice learning environment and this activity is monitored by practice assessors, practice supervisors and academic assessors.

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.

There's documentary evidence of processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. The practice learning handbook identifies the process students should follow in relation to disclosing support to practice supervisors, practice assessors and academic assessors.

Students with needs can apply for an access statement which can identify any additional support or adjustments a student may require. A NTU learning support advisor assesses student need and recommends adjustments. This includes considerations of any adjustments needed for practice placement. Any adjustments identified will be on the student's practice placement learning application form and students are encouraged to discuss their needs with their practice supervisor during their initial interview meeting.

Students tell us they are supported by NTU in relation to reasonable adjustments (related to health and academic support) and are aware of how and where to access assistance if required.

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

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

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

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

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

Met

R3.5 is met.

The programme is work-based learning and adopts option B for protected learning time. We are told by the programme team and senior nurses that students will be released for 20 percent of their time to undertake academic study and a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements. Students are supernumerary when in external learning placements. The programme enables students to develop the breadth of experience required for a generic role. Protected learning time during the

remainder of the programme is assured.

Senior nurses and practice education leads tell us they're familiar with pre-registration nursing associate programme standards and protected learning time. The school and practice education leads confirm all external placements are audited and there's a process for on-going monitoring of practice audits.

The COD, student handbook and practice learning handbook identify the need for students to have protected learning time. There is documentary evidence of how this is planned and the framework adopted by NTU.

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

No

There are no processes and policies in place for students raising concerns and how Care Quality Commission (CQC) system regulator reports are shared and monitored. (Condition two) (SFNME R1.6, R1.7, R1.9, R4.2, R4.8; SPNAP R3.2)

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

There are no processes and policies in place for students raising concerns and how CQC system regulator reports are shared and monitored.

Condition two: The AEI with PLPs must identify clear processes and policies for raising concerns and system regulator reports within student facing documents, including flow charts. (SFNME R1.6, R1.7, R1.9, R4.2, R4.8; SPNAP R3.2)

Date: 1 August 2019

Post Event Review

Identify how the condition is met:

Condition two:

The school has provided a detailed raising concerns policy. The policy says how students, academic and practice staff can escalate concerns. The policy outlines process for dealing with system regulator reports. Student facing documentation signposts students and staff to the school's raising concerns policy. The condition is met.

Evidence:

NTU raising concerns policy, September 2019

Date condition(s) met: 10 September 2019

Revised outcome after condition(s) met:

Met

The condition 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 compliance with the NMC SFNME. The practice placement agreements outline a partnership approach between NTU and PLPs with shared responsibility for theory and practice supervision, learning and assessment. The partnership includes accountability for the development, delivery, quality assurance and evaluation of the programme.

There's documentary evidence of how practice supervisors will 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.

The England PAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. The document contains a communication log which serves as a record of any communication occurring between practice supervisors, practice assessors and/or academic assessors. Such communication can be formal or informal and may be face-to-face meeting, by telephone call or e-mail correspondence.

Senior nurses, practice education staff and practice assessors and practice supervisors tell us all students undertaking pre-registration nursing associate programme have protected practice learning time. Employer organisations supporting the programme provided by another AEI tell us practice assessors and practice supervisors are experienced in supporting students undertaking the nursing associate apprenticeship and staff are aware of protected learning time for these students. The same will apply for NTU students.

The programme team, senior nurses and practice education staff tell us if any issues/complaints regarding a student arise there are clear lines of communication to ensure NTU programme staff are aware and where necessary, can support the student and practice learning staff. NTU has a system in place to support students undertaking the programme including an academic assessor who reviews student academic work, PAD and progress. On a minimum of two occasions these reviews will take place in their workplace with input from the practice assessor. All these reviews will be documented in the PebblePad e-portfolio. There's a tripartite arrangement and statement in the programme specification in regarding students undertaking the programme which outlines roles and responsibilities of students, NTU and PLP employers. An attendance record for students is monitored using the NTU mobile phone application and information shared with employers.

NTU students on non-health related programmes tell us they're aware of university complaints and appeals processes. Students from another AEI who share placements with NTU confirm their protected learning time during their practice learning experiences. The programme handbooks identify student's learning in the practice learning environment is protected and when undertaking external practice learning where they are supernumerary.

Documentary evidence and information obtained at the approval visit demonstrates the school are adopting a regional approach to preparing practice supervisors, practice assessors, and academic assessors. Governance structures are in place ensuring effective coordination of learning and quality assurance processes. These include educational audit of practice learning environments, internal education quality assurance processes and student practice placement evaluation mechanisms.

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.

There's documentary evidence of how the SSSA are applied to the programme. The school and PLPs are working with all stakeholders to identify practice supervisors, practice assessors and academic assessors and prepare them for their roles.

The programme team, senior nurses and practice education staff tell us staff in each PLP are identified to undertake the roles of practice assessor and practice supervisor. Existing mentors and sign-off mentors are receiving updates and training to prepare them to undertake the roles of practice supervisor and practice assessor. PLPs will continue to maintain a record of staff who are undertaking the roles of practice supervisor and practice assessor, including the details of education preparation undertaken.

Practice supervisors, practice assessors and academic assessors say updates on the implementation of the SSSA are being delivered in their organisations. They understand their responsibilities for student learning, assessment and progression. Programme documentation stipulates academic assessors cannot be the same individual for consecutive parts of the programme.

Senior nurses, practice education staff and the programme team tell us there's sufficient training and education and on-going support in place to ensure practice supervisors and practice assessors are fully prepared to undertake their roles. Senior managers in PLPs tell us there are contingencies in place to ensure effective implementation of the Standards for student supervision and assessment.

We're assured by senior nurses, practice education leads and the programme senior management team they all have adequate resources, including administrative support to ensure effective coordination of learning in practice learning environments. There's a designated academic at NTU who has lead responsibility for practice learning and oversight of practice learning allocations and will work closely with the professional lead for student nursing associate's at regional level.

NTU have a designated practice placement team who will maintain a record of academic assessors and their assigned students. Academic assessors are being prepared for their role by NTU and will be rotated to a different group of students on completion of each part of the programme, ensuring they do not act as an academic assessor for two consecutive parts of the programme. The parts and progression points are identified on the programme planners and in the student handbooks.

Practice assessors are assigned and monitored by the nominated person in each PLP responsible for supporting student learning. The educational audit for each practice learning environment identifies the number of students the environment can accommodate.

NTU has a designated placement management system (InPlace), the system's dashboard will record academic assessor, practice assessor and practice supervisor information. The information is also recorded in the student's PebblePad e-portfolio and tripartite meeting documentation.

Link lecturers will also support students and practice learning staff in the learning environment. Student support is supplemented with a personal tutor system.

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.

NTU programme documentation identifies a varied range of assessments both formative and summative used throughout the programme. The student handbooks provide details of formative and summative assessments, including when they occur.

Students will have the opportunity to reflect on their practice and this is integrated into learning, teaching and assessment strategies so that students can develop and apply reflective skills to their academic and practice learning. There's opportunity for students to receive feedback from academic staff with each summative and formative assessment. The England PAD provides the documentary framework for both formative and summative practice assessment.

NTU students tell us they're aware of student feedback systems regarding their

programme and feedback is useful and productive. They say student committee's meet regularly. Student representatives are very active, and the school responds to issues raised.

Students say they're very satisfied with NTU staff in responding to student feedback in a timely manner.

The placement agreement commits both the university and PLPs to shared responsibility for theory and practice supervision, learning and assessment. It establishes lines of communication between the two and accountability for delivery of the programme.

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.

Documentary evidence of programme mapping, and practice learning experiences meet the Standards of proficiency for nursing associates.

The programme team, senior nurses and practice education staff tell us there's sufficient variety of practice learning environments to ensure students gain experience in meeting the holistic needs of people in all ages.

The programme team, senior nurses and practice education staff are working in partnership to ensure practice learning organisations are ready to support students in achieving the proficiencies required.

PLP's tell us policies and procedures are being adapted to ensure students can demonstrate proficiency in all of the annexe A and annexe B skills and procedures of the Standards of proficiency for nursing associates.

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: 1 August 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

N/A

There are no fall back awards conferring eligibility for registration with the NMC 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

No

NTU does not have an external examiner appointed for the pre-registration nursing associate programme. (Condition three) (SFNME R2.20)

Outcome

Is the standard met?

Not Met

NTU does not have an external examiner appointed for the pre-registration nursing associate programme. NMC approved programmes must have an appropriate external examiner, who has oversight of both the theory and practice components of the programme.

Condition three: The programme team must appoint an external examiner prior to the programme commencing. The external examiner must have oversight of the RPL process. (SFNME R2.20)

Date: 1 August 2019

Post Event Review

Identify how the condition is met:

Condition three:

The school has appointed an external examiner. The RPL policy and front facing information to students confirms the external examiner has oversight of all RPL applications. The external examiner role is identified in the school RPL policy, including flow charts of the process. The policy is referenced in the course operational document and the programme specification. The condition is met.

Evidence:

NTU RPL policy, September 2019

NTU TNA course handbook, September 2019

Date condition(s) met: 10 September 2019

Revised outcome after condition(s) met:

Met

The condition is met.

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 (ORA)	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: NTU TNA practice learning handbook, 17 July 2019	

<p>NTU TNA programme specification, 17 July 2019</p> <p>Post visit documentation</p> <p>NTU raising concerns policy, September 2019</p> <p>NTU RPL policy, September 2019</p> <p>NTU TNA course handbook, September 2019</p> <p>NTU TNA course operational document, September 2019</p> <p>NTU TNA course specification, September 2019</p>
<p>If you stated no above, please provide the reason and mitigation</p>
<p>Additional comments:</p> <p>None</p>

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	No
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
<p>If yes, please identify cohort year/programme of study:</p> <p>TNA year two from another AEI (X two students)</p> <p>TNA year one from another AEI (X one student)</p> <p>Nottingham Trent University (other programmes X three students)</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation</p> <p>There is no programme delivery with an FE college</p>	
<p>Additional comments:</p> <p>None</p>	

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

NUFT surgical ward
NUFT neurological ward

System regulator reports reviewed for practice learning partners	Yes
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System Regulator Reports List

CQC, Nottinghamshire Healthcare NHS Foundation Trust, inspection report, 24 May 2019

CQC, Nottingham University Hospitals NHS Trust, inspection report, 14 March 2019

CQC, Sherwood Forest NHS Foundation Trust, inspection report, 15 August 2018

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

Additional comments:

None

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Issue record

Final Report

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