**Nursing & Midwifery Council**

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

**MOTT MACDONALD**

## Programme approval visit report

**Section one**

| Programme provider name: | University of Sheffield |
|---|---|
| **In partnership with:** *(Associated practice learning partners involved in the delivery of the programme)* | Rotherham, Doncaster & South Humber NHS Foundation Trust (RDaSH) |
| | South West Yorkshire Partnership NHS Foundation Trust |
| | Chesterfield Royal Hospital NHS Foundation Trust |
| | Sheffield teaching Hospitals NHS Foundation Trust |
| | Rotherham NHS Foundation Trust |
| | Doncaster and Bassetlaw Hospitals NHS Foundation Trust |
| | Barnsley Hospital NHS Foundation trust |
| | Sheffield Children's Hospital NHS Foundation Trust |
| | Sheffield Health and Social Care NHS Foundation Trust |
| | Private voluntary and independent health care providers |
| **Programme reviewed:** | Pre-registration nursing associate ☐ |
| | Nursing associate apprenticeship ☒ |
| **Title of programme:** | Nursing associate (apprentice) |
| **Date of approval visit:** | 19 July 2019 |
| **Programme start date:** | |
| Pre-registration nursing associate | N/A |
| Nursing associate apprenticeship | 7 October 2019 |

| Academic level: | England<br>☒ Level 5 ☐ Level 6 |
|---|---|
| QA visitor(s): | Registrant Visitor: David Mudd<br>Lay Visitor: Caroline Thomas |

| Summary of review and findings |
|---|

The University of Sheffield (UoS) is an established approved education institution (AEI). The UoS school of nursing and midwifery (the school) which is part of the faculty of medicine, dentistry and health (the faculty) presented documentation for the approval of a pre-registration nursing associate (apprentice) programme. The programme constitutes a two-year full-time foundation degree with a single apprenticeship route. The programme entitled 'nursing associate (apprentice)', incorporates eligibility to register as a nursing associate with the Nursing and Midwifery Council (NMC) upon successful completion.

There's an effective working relationship between the school and their practice learning partners (PLPs) and employers. A partnership approach to the development of the programme is evident. Formal partnerships are in place with, Sheffield Teaching Hospitals NHS Foundation Trust, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Connect Healthcare, Rotherham, the Rotherham NHS Foundation Trust, Rotherham Doncaster and South Humber NHS Foundation Trust Sheffield Health and Social Care NHS Foundation Trust, Horizon Healthcare Ltd, South West Yorkshire Partnership NHS Foundation Trust, Chesterfield Royal Hospital NHS Foundation Trust, Barnsley Hospital NHS Foundation Trust and Sheffield Children's Hospital NHS Foundation Trust. All PLPs and employers agree to comply with the Standards framework for nursing and midwifery education (SFNME), the Standards for student supervision and assessment (SSSA) and the Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018).

UoS has collaborated with other AEIs throughout all regions in England to develop the England nursing associate practice assessment document (PAD) for nursing associates and ongoing achievement record (OAR).

Care Quality Commission (CQC) quality reports rated that three of the PLPs required improvement. The UoS in partnership with PLPs confirm any issues which arise from CQC quality reviews which impact on the practice learning environment are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students, practice learning facilitators (PLFs) and clinical educators. Evidence from educational audits are also used to determine suitability of practice learning environments.

The SSSA are met at programme level. The SFNME is not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to two conditions. There's one NMC recommendation.

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The programme team submitted revised documentation which provides evidence of the changes required to meet the conditions. The conditions are now met.

The programme is recommended to the NMC for approval.

| **Recommended outcome of the approval panel** | |
|---|---|
| **Recommended outcome to the NMC:** | Programme is recommended to the NMC for approval ☐ <br><br> Programme is recommended for approval subject to specific conditions being met ☒ <br><br> Recommended to refuse approval of the programme ☐ |
| **Conditions:** <br><br> *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* <br> *Please state if the condition is AEI/education institution in nature or specific to NMC standards.* | **Effective partnership working: collaboration, culture, communication and resources:** <br><br> Condition one: Provide an implementation plan which demonstrates how service users will be involved in the recruitment process, design, development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1) <br><br> **Selection, admission and progression:** <br><br> Condition two: Clarify on entry that applicants have the capability for digital and technological literacy to meet programme outcomes for the nursing associate programme. (SFNME R2.1; SPNAP R1.1.6) <br><br> **Practice learning:** <br><br> None identified <br><br> **Assessment, fitness for practice and award:** <br><br> None Identified <br><br> **Education governance: management and quality assurance:** <br><br> None identified |
| **Date condition(s) to be met:** | 9 August 2019 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: The team are advised to consider whether RPL for current registered nurses could be increased to more than 50 percent of the programme. (SFNME R2.8; SPNAP R1.5) |

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| Focused areas for future monitoring: | Service user and carer engagement in all aspects of the programme. |
| --- | --- |

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions**

Revised copies of the programme documentation provide evidence that the changes required to meet the three conditions have been made.

Assurance is provided there is an implementation plan, which demonstrates how service users will be involved in the recruitment process, design, development, delivery, evaluation and co-production of the nursing associate programme. Condition one is now met. SFNAP R1.1.1-R1.1.2, R2.1 and SFNME R1.12, R5.5, R5.14 are now met.

Clarity is provided in the revised admissions criteria that on entry to the programme applicants have the capability for digital and technological literacy to meet programme outcomes for the nursing associate programme. Condition two is now met. SPNAP R1.1.6 and SFNME R2.1 are now met.

| AEI Observations | Observations have been made by the education institution  YES ☐ NO ☒ |
| --- | --- |
| **Summary of observations made, if applicable** | |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval ☒<br>Recommended to refuse approval of the programme ☐ |
| **Date condition(s) met:** | 9 August 2019 |

| 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**.

We found effective working relationships between UoS, employers and PLPs with evidence of a partnership approach to programme development and delivery. There's a joint approach to recruitment to the programme and management of its delivery and any fitness to practise concerns about a student during the programme are managed in partnership between the faculty and employer.

There's evidence of clear partnership working arrangements within the practice learning environments between UoS and PLPs and employers. PLFs, who form part of the PLPs learning and development teams work collaboratively with all students, practice-based staff and UoS to identify appropriate practice learning experiences outside of the students work base. They also monitor the student experience in practice learning environments across all disciplines.

Clinical educators, employed by the school engage with practice assessors, practice supervisors and students in practice learning environments to discuss learning opportunities and progress in meeting the Standards of proficiency for nursing associates. Both PLFs and clinical educators provide support for students, practice supervisors and practice assessors in the practice learning environment.

There are effective channels of communication between the UoS, PLPs and students. Students are enabled to feedback on the modules and practice learning environments. This includes providing feedback directly to the academic assessor and to the clinical educator. Feedback on the student practice learning experience is discussed at meetings between the academic assessor, the PLFs and the clinical educator.

The UoS and PLPs have a partnership group which have developed a strategy and robust partnership arrangements for the preparation and development of

A record of attendance at practice assessor workshops is kept and shared with UoS and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles. We're told that practice assessors and practice supervisors will be released from their workplace to attend workshops for updates and training. PLPs confirmed there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all students.

We met current students from the UoS health education England (HEE) nursing associate apprenticeship programme. These students spoke positively about their programme. They tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the support systems available to them in both university and practice learning settings which are easily accessible. They tell us that practice assessors help them to understand the assessment criteria in the context of working with specific client groups. Students are aware of the UoS and PLPs processes for reporting and escalating concerns and the actions taken. Students provided examples of investigations in response to their raising of concerns and the feedback they had received following the events. Students tell us that they are listened to when feeding back on the curriculum and changes to the programme have been made in response to their feedback. They tell us their feedback provided during evaluation of practice experience meetings has also been listened to and has informed the proposed programme.

Service user representatives known as patients as educators tell us they're aware of the service user engagement strategy and reference group developed by the school. The school has a database of service users and carers and has a service user and carer coordinator to implement an action plan to further increase service user and carer involvement in the programme. Service users are involved in the delivery of the (HEE) nursing associate apprenticeship programme.

They do this through face-to-face teaching with student groups. Service users participate in objective structured clinical examinations (OSCEs) and their perspective of the student's performance is incorporated into the feedback students receive. They tell us they are prepared for their role in contributing to the HEE programme by a UoS based induction and training programme and they have all had equality and diversity training. However, the service users tell us they are not involved in the recruitment process, design, development, delivery, evaluation and co-production of the proposed nursing associate (apprentice) programme. (Condition one) (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, 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,

The school has a service user (patients as educators) engagement strategy and reference group. The service users haven't been involved in the recruitment process, design, development, and co-production of the nursing associate (apprentice) programme as required in SFNME R1.12, R5.5 AND R5.14. (Condition one) (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, 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**

SFNME R1.12, R.2.7, R5.5 and R5.14 requires service users and carers to be involved in the recruitment process, design, development, and co-production of the programme. There's no evidence of partnership working with service users and carers as they have not been involved in any of these aspects of the proposed nursing associate (apprentice) programme.

Condition one: Provide an implementation plan which demonstrates how service users will be involved in the recruitment process, design, development, delivery, evaluation and co-production of the nursing associate (apprentice) programme. (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1)

| Post Event Review |
|---|

**Identify how the condition(s) is met:**

Condition one: The UoS has produced documentary evidence of co-production with service users in the recruitment, design, development, delivery and evaluation of the nursing associate (apprentice) programme The UoS has developed a service user implementation plan which details the purpose and intent of service users' involvement in the nursing associate (apprentice) programme. The plan details the ways service users are involved in the nursing associate programme development, the selection of students, student inductions, teaching and learning experiences, simulation and practice as well as formative assessment. The plan also includes the role of the service user in programme evaluation. Assurance is provided that SFNME R1.12, R2.7, R5.5, R5.14 are met.

Evidence:

Minutes of the service user engagement and strategy implementation group, 23 July 2019

UoS Revised service user engagement strategy and plan, August 2019

**Date condition(s) met:** 9 August 2019

**Revised outcome after condition(s) met:**     **MET** ☒     **NOT MET** ☐

The standard is met. Assurance is provided that SFNME R1.12, R2.7, R5.5, R5.14 are met.

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## 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' heath 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** ☒

R1.1.1-1.1.2 is not met. The school has a service user (patients as educators) engagement strategy and reference group. The service users told us they have not been involved in the recruitment process, design, development, and co-production of the proposed nursing associate (apprentice) programme. There's no evidence in the programme documentation of how service user will be involved in the student recruitment and selection process. (Condition one) (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1)

R1.1.6 is not met. The programme team tell us applicants to the programme are required to provide evidence of achievement of digital and technological literacy, however this isn't made clear in the programme specification. (Condition two) (SFNME R2.1; SPNAP R1.1.6)

- 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

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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** ☐

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**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. UoS has an established recognition of prior learning (RPL) policy.

Documentary evidence and findings from the approval visit, confirms that RPL is used for up to 50 percent of the programme to meet NMC requirements. The team are advised to consider whether RPL for current registered nurses could be increased to more than 50 percent. (Recommendation one) (SFNME R2.8; SPNAP R1.5)

Mapping documentation confirms that RPL is capable of being mapped to the Standards of proficiency for nursing associates and nursing associate (apprentice) programme outcomes. There's an RPL process in place that details the roles and responsibilities of those involved in the RPL decision making process. Information on RPL is available for prospective students. RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before applicants start the programme.

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

**MET** ☒          **NOT MET** ☐

R1.6 is met. Applicants to the programme are required to provide evidence of achievement of general certificate of education (GCSE) level four or above in

English and mathematics (or an equivalent qualification). The module transition to nursing associate practice includes a numeracy assessment in the form of drug calculations with a pass mark of 100 percent. Support for numeracy, literacy, digital and technological literacy is provided throughout the programme. Literacy and numeracy are assessed formatively and summatively. There's evidence of mapping of indicative content that meets the proficiencies and programme outcomes. Students can access an online numeracy educational package. Formative numeracy assessment takes place in a simulated environment. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR. Students tell us they feel well supported academically and in practice learning in relation to the development of proficiency in numeracy, literacy, digital and technological literacy. UoS have extensive academic support services for students who require additional support with numeracy, literacy and digital technology.

**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.

<div align="right">

**MET** ☒     **NOT MET** ☐

</div>

Current HEE nursing associate programme students are at an advanced stage of their programme, and therefore, will not transfer to the NMC pre-registration nursing associate programme.

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

<div align="right">

**YES** ☐     **NO** ☒

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SPNAP R1.1.1-R1.1.2 are not met. The school has a service user (patients as educators) engagement strategy and reference group. The service users haven't been involved in the design or development of the recruitment and selection process of the proposed programme. There's a lack of any planned involvement of service users in student recruitment and selection as required in SFNME R2.7. (Condition one)

SPNAP R1.1.6 is not met. The programme team tell us applicants to the programme are required to provide evidence of achievement of digital and technological literacy, however this isn't made clear in the programme specification. The programme doesn't meet the professional requirements in line with SFNME R2.1. (Condition two)

| Outcome |
| --- |

| Is the standard met?    MET ☐    NOT MET ☒ |
| --- |
| SPNAP R1.1.1-R1.1.2 are not met. The school has a service user (patients as educators) engagement strategy and reference group. The service users told us they haven't been involved in the recruitment process, design, development, and co-production of the nursing associate (apprentice) programme. There's no evidence in the programme documentation of how service users will be involved in the student recruitment and selection process as required in SFNME R2.7. |
| Condition one: Provide an implementation plan which demonstrates how service users will be involved in the recruitment process, design, development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1) |
| SPNAP R1.1.6 is not met. The programme team tell us applicants to the programme are required to provide evidence of achievement of digital and technological literacy, however this isn't made clear in the programme specification. |
| Condition two: Clarify on entry that applicants have the capability for digital and technological literacy to meet programme outcomes for the nursing associate programme. (SFNME R2.1; SPNAP R1.1.6) |
| **Date:** 30 July 2019 |

| Post event review |
| --- |

| Identify how the condition(s) is met: |
| --- |
| Condition one: The UoS has developed a service user implementation plan which details the purpose and intent of service users' involvement in the nursing associate (apprentice) programme. The plan details the ways service users are involved in the selection of students as well as development, student inductions, teaching and learning experiences, simulation, formative assessment and evaluation. The evidence provides assurance that service users and carers will be involved in the selection of students to the programme. SFNAP R1.1.1-R1.1.2 are now met. |
| Assurance is provided that SFNME R1.12, R2.7, R5.5, R5.14 are now met. |
| Evidence: |
| Minutes of the service user engagement and strategy implementation group, 23 July 2019 |
| UoS Revised service user engagement strategy and plan, August 2019 |
| Condition two: Clarity is provided in the revised admissions criteria that on entry applicants have the capability for digital and technological literacy to meet programme outcomes for the nursing associate programme. The evidence |

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provides assurance that the professional requirements on entry to the programme are met. SPNAP R1.1.6 is now met.

Assurance is provided that SFNME R2.1 is met.

Evidence:

Revised nursing associate admission process, August 2019

Revised nursing associate programme specification, August 2019

Digital literacy document, August 2019

| **Date condition(s) met:** 9 August 2019 |
|---|

| **Revised outcome after condition(s) met:** | **MET** ☒ | **NOT MET** ☐ |
|---|---|---|

SPNAP R1.1.1-R1.1.2, R1.1.6 are met.

Assurance is provided that SFNME R2.1, R2.7 are met.

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**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*

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**Findings against the standard and requirements**

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**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. The curriculum hasn't been co-produced with service users as required in SFNME R5.5. There's no evidence of how service users will be involved in the delivery of the programme including student assessment as required in SFNME R5.14. (Condition one) (SPNAP R2.1; SFNME R5.5, R5.14)

- 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** ☐

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**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 documentation shows students will experience the four fields of nursing practice in theory and practice learning environments. The programme team, employers and PLPs tell us that students will have a range of practice learning experiences across the lifespan. The module descriptors detail learning outcomes, content and assessments that support student study in caring for people across the lifespan and in a variety of settings. Students tell us their theoretical and practice learning experiences in the HEE nursing associate programme are varied and provide experiences across the lifespan and reflect the four fields of nursing practice. There is evidence to confirm that the school academic staff have a range of clinical backgrounds to support student learning across the lifespan and diverse settings relevant to the programme.

The programme team tell us practice learning experiences for students will be arranged in partnership between PLPs and the UoS placement team. These are recorded on the UoS placement management database. This allows UoS to oversee the practice experience allocation and ensure students have practice learning experiences across the lifespan and in a variety of settings.

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

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

  **YES** ☒      **NO** ☐

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

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

  **MET** ☒      **NOT MET** ☐

R2.6 is met. The programme specification provides a summary breakdown of theory and practice hours and foundation degree programme length of two years full-time study to achieve a minimum of 2300 programme hours. The balance between theory and practice learning is appropriate and sufficient to allow students to meet the Standards of proficiency for nursing associates. This information is provided for students in the programme handbook.

Students are located in a base practice learning environment and protected learning hours are achieved by the allocation of alternative practice placements, where the students are placed in practice learning environments outside of their base in order to experience practice in a variety of settings across the lifespan. These are facilitated by the practice learning facilitator.

The number of hours students spend in the practice learning setting, including protected learning hours, is recorded in the PAD by students and verified by the practice supervisor and practice assessor. Students also record their learning hours on PebblePad, an interactive e-portfolio, including non-contact learning hours. Attendance in theory settings is recorded on classroom registers. The programme specification provides a summary breakdown of theory and practice hours and foundation degree programme length of two years full-time study to achieve a minimum of 2300 programme hours. The balance between theory and practice learning is appropriate and sufficient to allow students to meet the Standards of proficiency for nursing associates. This information is provided for students in the programme handbook.

Students are located in a base practice learning environment and protected learning hours are achieved by the allocation of alternative practice placements, where the students are placed in practice learning environments outside of their base in order to experience practice in a variety of settings across the lifespan. These are facilitated by the practice learning facilitator.

The number of hours students spend in the practice learning setting, including protected learning hours, is recorded in the PAD by students and verified by the practice supervisor and practice assessor. Students also record their learning hours on PebblePad, an interactive e-portfolio, including non-contact learning hours. Attendance in theory settings is recorded on classroom registers. The programme hours spent in theory and practice learning settings for each student is recorded using the UoS programme planner and is managed by the academic assessor. This was confirmed by the programme team, clinical educator and practice learning facilitator at the approval event. Student interruptions to the programme are managed in partnership between UoS and the employer. Unmet theory and/or practice learning hours are made up by an individual plan of action by the academic assessor, clinical educator and practice learning facilitator identifying the number of hours to be made up in a specified time frame.

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

**MET** ☒      **NOT MET** ☐

R2.7 is met. Documentary evidence confirms the programme will comprise 50 percent theory and 50 percent practice learning and information on how this is achieved is included in the programme handbook. There's evidence that a range of teaching and learning strategies will be used in the programme, including key note lectures, formative assessment of numeracy by simulation using online

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learning tools, directed study, feedback on draft work, digital technology recordings of communication skills, quizzes and student presentations. Module descriptors and the programme handbook provide details of aims, learning outcomes, module content, teaching, learning and assessment strategies. This includes content specific to the knowledge and skills commensurate with the role of the nurse associate within multi-professional, multi-agency practice.

Students tell us they're well supported in the application of theory to practice in theory and practice learning environments. Students are prepared for the use of the PAD during a school-based induction period and the use of the PAD is monitored via the practice related modules.

The student is based in their place of work area for 60 percent of the programme, 20 percent of the student's time is spent in an alternative practice placement and 20 percent of the programme is spent in academic study time at UoS. This is broken down on an hourly basis on a programme planner.

| **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)<br><br>                                              **YES** ☒          **NO** ☐ |

| Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met |
|---|
| **YES** ☒          **NO** ☐ |
| R2.1 is not met. The curriculum hasn't been co-produced with service users as required in SFNME R5.5. There's no evidence of how service users will be involved in the delivery of the programme including student assessment as required in SFNME R5.14. (Condition one) (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1)<br><br>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** ☒ |
|---|
| R2.1 is not met. The curriculum hasn't been co-produced with service users as required in SFNME R5.5. There's no evidence of how service users will be involved in the delivery of the programme including student assessment as required in SFNME R5.14. (Condition one) |

| Condition one: Provide an implementation plan which demonstrates how service users will be involved in the recruitment process, design, development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12, R2.7, R5.5, R5.14; SPNAP R1.1.1-R1.1.2, R2.1) |
| --- |
| **Date:** 30 July 2019 |

| **Post event review** |
| --- |

| **Identify how the condition(s) is met:** |
| --- |
| Condition one: The UoS has produced documentary evidence of co-production with service users in the recruitment, design, development, delivery and evaluation of the nursing associate (apprentice) programme. The UoS has developed a service user implementation plan which details the purpose and intent of service users' involvement in the nursing associate (apprentice) programme. The plan details the ways service users are involved in the nursing associate programme development, the selection of students, student inductions, teaching and learning experiences, simulation and practice as well as formative assessment. The plan also includes the role of the service user in programme evaluation. The evidence provides assurance of the co-production and delivery of the programme with service user. SPNAP R2.1 is met. Assurance is provided that SFNME R1.12, R5.5, R5.14 are met. |
| Evidence: |
| Minutes of the service user engagement and strategy implementation group, 23 July 2019 |
| UoS Revised service user engagement strategy and plan, August 2019 |

| **Date condition(s) met:** 9 August 2019 |
| --- |

| **Revised outcome after condition(s) met:** | **MET** ☒ | **NOT MET** ☐ |
| --- | --- | --- |
| SFNAP R2.1 is now met. | | |
| Assurance is provided that SFNME R1.12, R5.5, R5.14 are 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 |

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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 3.5 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

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### Findings against the standard and requirements

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**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)

<div align="right">

**MET** ☒     **NOT MET** ☐

</div>

R3.1 is met. The documentation and evidence presented at the approval visit demonstrate that the UoS in partnership with PLPs, has procedures in place to ensure students meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings.

There's evidence, confirmed during meetings at the approval visit, that practice supervisors, practice assessors, academic assessors, clinical educators and PLFs have a clear understanding of their roles. The roles are clearly defined and

includes role distinction and the ways in which they will work in partnership to ensure consistent decision making in relation to assessment and student progression through the programme and ensure the NMC requirements for protected learning time are met. There's documentary evidence of ways they will support student learning and development in practice learning settings. The programme team tell us about the ways practice supervisors, practice assessors, academic assessors, clinical educators and PLFs attend group meetings and collaborate to ensure there are practice learning opportunities for students to engage with a diverse range of people, across the life span.

The PAD sets out the expectations for student learning in practice learning environments and the PAD gives practice learning guidance to students and their practice supervisors and practice assessors. It contains practice assessment information and practice learning assessment criteria mapped to the standards of proficiency for nursing associates. Documentary evidence and the approval process confirm there are sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for nursing associates and deliver safe and effective care. Academic assessor and practice assessor responsibilities are well-defined in programme documentation. They're required to make objective decisions about student progression and assessment and work collaboratively. There's a policy for reporting and escalating concerns. Students we met tell us they know how to follow the UoS and PLP policy and processes for reporting and escalating concerns. Fitness to practise concerns about a student are managed in partnership between the school and employer. If the concern is raised whilst the student is in the role of employee, the employer alerts the academic assessor. If the concern is raised about the academic element of the programme the academic assessor alerts the employer. This was confirmed by UoS and PLPs at the approval visit.

- 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 team and PLPs tell us there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support, supervision and assessment of students in practice. Documentary evidence from the SSSA role's preparation group confirm this.

We found students will have a variety of practice learning experiences enabling them to meet the holistic needs of people in all ages. PLPs confirm that clinical educators will support student learning across the full range of practice learning experiences to meet these holistic needs.

The programme team and PLPs understand the roles of practice supervisor, practice assessor and academic assessor in the assessment of practice learning. We found an appropriate process is in place to demonstrate how practice learning is assessed. The ongoing achievement record (OAR) summarises overall student achievement, development and performance. Practice supervisors record their

decisions on student progress and proficiency in this document. The practice learning outcomes and assessment criteria are detailed in the PAD and mapped to the Standards of proficiency for nursing associates. The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs.

The PAD also provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team. There's an internal moderation process to review the PADS. This process involves academic staff, PLPs and the external examiner.

The documentary evidence and finding from the approval process confirm there are systems in place to assess, monitor and evaluate the quality of the practice learning environment and student experiences. There's a robust educational audit process that is implemented in partnership with UoS and PLPs that assesses the suitability of each practice learning environment. Actions plans following audit to ensure effective practice learning experiences and enhancements when needed, are implemented and monitored by the school and PLP partnership group. There's a clear process for student evaluation of practice learning. Students we met confirmed they evaluate each practice learning experience and that changes have been made in response to their reports.

We found CQC reports for Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Rotherham NHS Foundation Trust and Sheffield Health and Social Care NHS Foundation Trust each received an overall requires improvement outcome.

The UoS in partnership with PLPs confirm any issues which arise from CQC quality reviews which impact on the practice learning environment are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students, PLFs and clinical educators. Evidence from educational audits are also used to determine suitability of practice learning environments. The programme team tell us that they'll continue to monitor and provide action plans in relation to CQC reports in the annual self-evaluation and exceptional reporting cycles.

- 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 team, students and service users we met told us about the simulation-based learning and simulation facilities available to students and will be used in the nursing associate (apprentice) programme. Simulated learning is included in module teaching and learning strategies. We found

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simulation-based learning is part of a formative learning processes and will not be used as part of the theory or practice assessment strategy.

The programme team and students we met told us about the range of low and hi-fidelity manikins from anatomical body parts to interactive speaking manikins used to support student learning. They also told us about the use of simulated ward experiences using academic staff and service users as actors. Students receive feedback from the actors following these simulated events.

There's an established virtual learning environment which provides students with an online platform and includes educational resources, activities and assessments linked to each of the modules in the programme. Students tell us that technology enhanced learning is available to them in practice learning settings and this is effective in supporting their learning. The programme team and students tell us that they use PebblePad, an interactive e-portfolio and learning tool. Students tell us how they use this to log practice-based experiences progress and reflections and to use digital patient care planning systems during practice learning. They are prepared for the use of these during programme induction during theory-based learning and induction periods in practice learning.

- 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. UoS has extensive support services available to meet individual student learning needs. There's an equality and diversity policy that includes legislative requirements and is applied to the nursing associate programme. This allows for reasonable adjustments for students with disabilities. The programme team and PLPs confirm they take a collaborative approach to making reasonable adjustments. Reasonable adjustments for students are identified by PLPs through their occupational health departments and by UoS through the student support service. The programme team tell us they advocate for the students if needed and consider each case on an individual basis. The students tell us they are aware that reasonable adjustments can made if needed and know about the policy and procedures to be followed. One student provided an example when placements were allocated near to her home in response to her role as a carer for a member of her family.

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

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

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

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

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

**MET** ☒        **NOT MET** ☐

R3.5 is met. There's evidence that students on the nursing associate (apprentice) programme will have protected learning time through option B. This is confirmed by the programme team.

Practice experiences for students on the programme are arranged in partnership between the school placement team and PLPs. This is monitored by the academic assessor via a programme planner to ensure the students gets a diverse range of experience including across the four fields of nursing practice.

The programme team, PLPs and students we met tell us protected learning time is always assured and that nursing associate students always have the required protected learning time. PLPs tell us that protected learning time has been discussed at programme development consultation events and will be in place for all students on the pre-registration nursing associate programme. Evidence is provided of signed commitment statements and service agreements.

The commitment statements and practice learning agreements between UoS, employers and PLPs include guarantees that the requirements for protected learning time will be met and include details of the monitoring and recording of protected learning time at 12 weekly tripartite review meetings with students, UoS and PLPs.

Students wear distinctive colour uniforms and badges to identify them as nursing associate students. The programme team and PLPs tell us about arrangements for protected learning time in academic and practice learning settings. Protected learning time hours are recorded on the electronic programme planner and monitored by the academic assessor.

*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** ☐

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| 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:** 30 July 2019 | | |

| **Standard 4: Supervision and assessment** |
| --- |
| **Approved education institutions, together with practice learning partners, must:**<br><br>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*<br><br>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*<br><br>R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme<br><br>R4.4 provide students with feedback throughout the programme to support their development<br><br>R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*<br><br>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<br><br>R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate<br><br>R4.8 ensure that there is equal weighting in the assessment of theory and practice, and<br><br>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.*<br><br>*Standards framework for nursing and midwifery education* specifically*:*<br><br>R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;<br><br>R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9<br><br>*Standards for student supervision and assessment*<br><br>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. We found there is partnership working between UoS, employers and PLPs including curriculum consultations and programme planning events. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. Written partnership agreements between UoS and each employer are in place.

We found academic staff have a range of relevant clinical backgrounds, are experienced in programme delivery, teaching, learning and assessment and in supporting students. Academic staff and practice-based staff involved in the programme have all received up to date training in equality and diversity. Service users we met tell us that they are required to complete equality and diversity training

Students are supported throughout their programme by a UoS personal teacher. The programme handbook provides students with details of support, supervision and assessment in academic and practice learning environments. We found UoS and PLPs are rolling out an implementation plan, working jointly to prepare practice supervisors and practice assessors for their roles in supporting, supervising and assessing practice learning. Student progress is monitored at 12 weekly tripartite review meetings with students, UoS and PLPs.

UoS, employers and PLPs adopt a collaborative approach to governance of the programme. There's a clear strategy for completing educational audits of practice learning environments in partnership. Educational audit documentation uses consistent and objective criteria for the approval of practice learning environments. The educational audit process identifies the availability of suitably qualified practice supervisors and practice assessors in each of the practice learning environments.

Students tell us changes to the programme and the modules have been made as a result of their evaluation and feedback to academic assessors, practice assessors, module leaders and the programme leader. Students we met confirmed that they know how to raise concerns or complaints.

- 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)

R4.2 is met. Documentary evidence and discussion at the approval visit confirms there's extensive consultation and collaboration between UoS and PLPs to meet the SSSA. There's a structured plan in place to implement the SSSA for the programme. Information about the SSSA is clear in the programme documentation and practice learning guide attached to the PAD. The role of the PLFs and clinical educators in providing support for students in practice and their practice supervisors and practice assessors is clearly defined in the programme specification, programme handbook and the PAD. Practice assessors and practice supervisors, we met understand their new roles and the role preparation process.

Practice assessors and practice supervisors confirmed that they are currently being prepared for their role in supporting and assessing students on the nursing associate (apprentice) programme by recorded attendance at preparation workshops managed jointly by UoS and PLPs.

We found that academic assessors are also being prepared for their role. The UoS has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

Practice supervisors and practice assessors will be identified jointly by PLPs and PLFs.

There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals. All current nurse mentors and sign off mentors will be identified to take on the role of practice assessor for the nursing associate (apprentice programme) and new practice assessors will undertake a two-day learning programme run jointly between UoS and PLPs.

The England nursing associate PAD is a record of student learning, assessment and progress throughout the programme. The PAD provides practice learning guidance and assessment requirements which maps to the Standards of proficiency for nursing associates. Introductory guidance in the PAD details the responsibilities of the practice supervisor and practice assessor and practice assessors record their decisions on the assessment of student progress and proficiency. Student progress is monitored at 12 weekly tripartite review meetings with students, UoS and PLPs.

Students complete reflections on their progress and performance in the PAD as well as action plans to identify and address further development and ongoing learning needs. The PAD is structured to enable students to self-evaluate and reflect on their practice learning experiences. Students confirm that changes are made as appropriate in response to their feedback and evaluations of each practice learning experience.

There's a clear process for the assessment of practice learning. The PAD is part of the module assessment for designated modules and is marked by the relevant module leader. The PADs are reviewed by a moderation process which involves academic staff, PLPs and the external examiner.

**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. We found there's a learning and teaching strategy which includes details of formative and summative assessment methods. There are a range of formative and summative assessment strategies which are detailed in the module descriptors.

Students tell us that they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessments inform the summative assessment process. PLPs tell us they have a good understanding of the practice assessment process and their role in implementing the PAD.

Students are required to receive feedback for service users during their practice learning experiences. The PAD contains a patient/service user/carer feedback form, and this is used as one of a range of ways for students to receive feedback from service users whose care they have participated in. Students also receive service user verbal feedback, and this is recorded by the student on their written reflections and by the practice assessor on the feedback forms contained in the PAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the PAD.

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

**MET** ☒    **NOT MET** ☐

R4.5 is met. There are detailed documents which map modules, Standards of proficiency for nursing associates and academic and practice learning outcomes.

A mapping document is provided to demonstrate where the Standards of proficiency for nursing associates are located in the PAD and OAR.

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

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

  **YES** ☒     **NO** ☐

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

  **YES** ☒     **NO** ☐

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

  **YES** ☒     **NO** ☐

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

  **YES** ☒     **NO** ☐

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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** ☐

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**Outcome**

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

**Date:** 30 July 2019

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**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's no fall back award with NMC registration for nursing associate students.

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

  **YES** ☒        **NO** ☐

**Outcome**

## 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 | ☒ | ☐ |
| Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant | ☒ | ☐ |
| Programme specification | ☒ | ☐ |
| Module descriptors | ☒ | ☐ |
| Student facing documentation including: programme handbook | ☒ | ☐ |
| Student university handbook | ☒ | ☐ |
| Student facing documentation includes HE/FE college information for students, if relevant | ☒ | ☐ |
| Practice assessment documentation | ☒ | ☐ |
| Ongoing record of achievement (ORA) | ☒ | ☐ |
| Practice learning environment handbook | ☒ | ☐ |
| Practice learning handbook for practice supervisors and assessors specific to the programme | ☒ | ☐ |
| Academic assessor focused information specific to the programme | ☒ | ☐ |
| Placement allocation / structure of programme | ☒ | ☐ |
| PAD linked to competence outcomes, and mapped against standards of proficiency | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) | ☒ | ☐ |

| | | |
|---|---|---|
| Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) | ☒ | ☐ |
| Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. | ☒ | ☐ |
| Curricula vitae for relevant staff | ☒ | ☐ |
| CV of the registered nurse or nursing associate responsible for directing the education programme | ☒ | ☐ |
| Registrant academic staff details checked on NMC website | ☒ | ☐ |
| External examiner appointments and arrangements | ☒ | ☐ |
| Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning. | ☒ | ☐ |

List additional documentation:

Additional learning support assessment form, undated

Annual self-declaration of good health and good character, undated

Commitment statements for all PLPs, 2019

Employer/provider services agreement for apprenticeships (standards), 2019

Learning support plan, December 2018

Letter of authority to access placements, undated

Notes: Collaborative approach to the preparation of roles to implement the SSSA: Regional SSSA roles preparation group, May 2019

Placement support quality flowchart, undated

Record of learning in protected practice learning time, undated

UoS admissions process, undated

UoS mathematics and statistics help (MASH), June 2019

UoS commitment statement, 2019

UoS student support plan, undated


Updated 9 August 2019

Digital literacy document, August 2019

Minutes of the service user engagement and strategy implementation group, 23 July 2019

Revised policy on RPL, August 2019

RPL applicant guidance, August 2019

Revised RPL process, August 2019

Report on the review of RPL documents, August 2019

Revised nursing associate admission process, August 2019

Revised nursing associate programme specification, August 2019

UoS revised service user engagement strategy and plan, August 2019

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

| 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 | ☒ | ☐ |
| HE/FE college senior managers, if relevant | ☐ | ☒ |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | ☒ | ☐ |
| Programme team/academic assessors | ☒ | ☐ |
| Practice leads/practice supervisors/practice assessors | ☒ | ☐ |
| Students | ☒ | ☐ |
| If yes, please identify cohort year/programme of study:<br>Four HEE apprentice nursing associate students end of year one<br>Five HEE apprentice nursing associate students year two | | |
| Service users and carers | ☒ | ☐ |

| If you stated no to any of the above, please provide the reason and mitigation |
| :--- |
| FE college senior managers not relevant to this programme. |

| Additional comments: |
| :--- |
| |

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

| | YES | NO |
| :--- | :---: | :---: |
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | ☐ | ☒ |
| Library facilities | ☐ | ☒ |
| Technology enhanced learning / virtual learning environment | ☐ | ☒ |
| Educational audit tools/documentation | ☐ | ☒ |
| Practice learning environments | ☐ | ☒ |
| If yes, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | ☒ | ☐ |
| System regulator reports list: CQC report Sheffield Teaching Hospitals NHS Foundation Trust, 14 November 2018 CQC report Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, 10 July 2018 CQC report Connect Healthcare, Rotherham, 1 November 2018 CQC report The Rotherham NHS Foundation Trust, 18 March 2019 CQC report Rotherham Doncaster and South Humber NHS Foundation Trust, 28 June 2018 CQC report Sheffield Health and Social Care NHS Foundation Trust, 5 October 2018 CQC report Horizon Healthcare Ltd, 14 June 2019 | | |

| CQC report South West Yorkshire Partnership NHS Foundation Trust, 3 July 2018 |
|---|
| CQC report Chesterfield Royal Hospital NHS Foundation Trust, 25 January 2019 |
| CQC report Barnsley Hospital NHS Foundation Trust, 14 March 2018 |
| CQC report Sheffield Children's Hospital NHS Foundation Trust, 16 July 2019 |

| If you stated no to any of the above, please provide the reason and mitigation |
|---|
| Visits to practice and facilities not required for the programme approval. |

| Additional comments: |
|---|
|  |

| **Issue record** | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author: | David Mudd | Date: | 29 August 2019 |
| Checked by: | Bernie Wallis | Date: | 6 September 2019 |
| Approved by: | Leeann Greer | Date: | 2 October 2019 |
| Submitted by: | Lucy Percival | Date: | 2 October 2019 |