Programme approval visit report

Section one

Programme provider name:	University of Wolverhampton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Black Country Partnership NHS Foundation Trust Dudley Group NHS Foundation Trust Dudley And Walsall Mental Health Partnership NHS Trust Midlands Partnership NHS Foundation Trust Royal Wolverhampton NHS Trust Sandwell And West Birmingham Hospitals NHS Trust University Hospitals of Derby and Burton NHS Foundation Trust Walsall Healthcare NHS Trust Private voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Title of programme:	Foundation Degree (Sci) Nursing Associate Foundation Degree (Sci) Nursing Associate Apprenticeship
Date of approval visit:	2 July 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	16 September 2019 16 September 2019
Academic level:	England ☒ Level 5 ☐ Level 6

Section two

Summary of review and findings

The University of Wolverhampton (the university) is an established approved education institution (AEI). The university faculty of education, health and well-being presented a two-year full-time pre-registration foundation degree (FdSci) nursing associate programme including a FdSci nursing associate apprenticeship route for approval against the Standards for pre-registration nursing associate programmes (SFNAP) and the Standards of proficiency for nursing associates (NMC, 2018). There are two routes of admission, self-funding and apprenticeship.

The programme documentation and evidence presented at the approval visit confirms that the curriculum content, modes of delivery and practice experiences are designed to enable students to meet the Standards for pre-registration nursing associate programmes. The concise detail and essence of the new standards are fully captured and clearly explained both in the programme documentation and by the approval process.

We found evidence that the university is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at both strategic and operational levels. Service users, employers, practice learning partners (PLPs) and students confirmed their involvement in the design and development of the programme. A nursing associate partnership steering group which includes the employer PLPs facilitates joint working and effective communication.

Nine employers we met at the approval visit confirmed their commitment to the delivery and ongoing development of the pre-registration nursing associate apprenticeship route in the programme. These employers are as follows; Walsall Healthcare NHS Trust, The Royal Wolverhampton NHS Trust, Sandwell and West Birmingham Hospitals NHS Trust, NHS Wolverhampton Clinical Commissioning Group (CCG), The Dudley Group NHS Foundation Trust, Compton Hospice, BMI Healthcare, Virgin Healthcare and Black Country Partnership NHS Foundation Trust.

The university has been involved in partnership working with other AEIs in the region that share the practice learning environments in the development of a regional Midlands, Yorkshire and East practice assessment document (MYEPAD) for nursing associate students based on the England PAD. There's a shared regional strategy and local plan approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) and preparation of practice supervisors, practice assessors and academic assessors.

The SSSA are met at programme level.

The Standards framework for nursing and midwifery education (SFNME) (NMC,2018) are not met at programme level as a condition applies.

There were issues raised in Care Quality Commission (CQC) quality reports which required the attention of the university and the associated PLPs to assure the quality of student practice learning experiences. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning.

The programme is recommended to the NMC for approval subject to one condition. One recommendation is made.

Updated 10 August 2019

The programme team has provided updated documentation which provides evidence to meet the condition. The condition is 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 ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: For the programme team to provide recognition of prior learning (RPL) mapping documentation for the programme, which includes the process by which applicants can claim up to 50 percent. (SFNAP R1.5, SFNME R2.8) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified

Date condition(s) to be met:	12 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider whether the RPL maximum claim by current registered nurses could be increased to more than 50 percent of the programme. (SFNAP R1.5, SFNME R2.8)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions   The programme team provided an RPL guidance tool including mapping documentation for RPL claims to evidence the changes required to meet the condition. Condition one is now met. SPNAP R1.5 and SFNME R2.8 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 ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 July 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

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Findings against the standard and requirements

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

Programme documentation and evidence at the approval visit confirms that the university is committed to working with a range of key stakeholders in the design, co-development, delivery and evaluation of the programme at both strategic and operational levels. These stakeholders include employers, PLPs, students and service users/carers. Nine employers we met at the approval visit from the NHS and private/voluntary sector have committed to delivering the pre-registration nursing apprenticeship route in the new programme. This commitment includes protected time for students, broader practice learning experiences and providing practice learning experiences for students on the self-funding route. The employers we met confirmed the prospective numbers of their staff they will be supporting to undertake the new programme. There's evidence of an effective collaborative process in the development of the new programme and implementation of the SSSA. All stakeholders we met have a clear understanding of the new programme standards and SSSA requirements.

The senior faculty staff and employer PLPs confirmed that there are sufficient resources to support the delivery of this programme from both an academic and practice learning perspective. We met practice educators who are employed by the AEI specifically to support nursing associate students in practice learning environments. We found that effective governance systems are in place to ensure compliance with the legal, regulatory, education and professional requirements.

At the approval visit PLPs described the university as a good partner. They also told us that communication and networking between the university and PLPs is highly effective. Employer PLPs and the AEI confirmed they undertake joint recruitment and selection of students for the programme. Programme documentation and the approval process evidenced that there are effective partnership arrangements for maintaining the practice learning environment and

for the support of practice supervisors and assessors. There's clear evidence of shared responsibility for theory and practice learning, supervision and assessment including for example a practice partnership group that enables a diverse breadth of practice learning experiences for students.

Representatives for the service user and carer group SUCCESS confirmed their extensive involvement in the selection/recruitment, design, delivery, development and evaluation of the programme. The service users we met told us they have worked together with PLPs and academic staff to develop the new modules and will be involved in all of them using a variety of mediums. They told us they are members of the course management team and a strategy hub which also includes student representatives from across the faculty. The service users confirmed that they are well prepared for the various roles they undertake on the programme including equality and diversity training. Service users told us they feel that students value their perspectives on care and feel well-supported by the programme team. Through their partnership working with the university and interactions with students, service users and carers are confident that students will be prepared well for their roles as nursing associates.

Student representatives we met were apprentices on the current Health Education England (HEE) nursing associate programme. They told us there's a system of course representatives and that they had been consulted about the new programme. They also confirmed service users are involved in the student selection process. The student representatives told us that their voices were heard and that the new course has taken into account student feedback. For example, the number of assessments has been reduced in the new programme. The programme team has procedures in place to enable students to evaluate the modules and practice learning environments.

The current HEE apprentices we met reported varied experience of receiving protected time between and within employer organisations. Employer PLPs told us that they are taking steps to enable pre-registration nursing associate apprenticeship students to have protected learning time in response to the evaluations from the current HEE nursing associate apprentices and gave a range of examples.

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

MET ☒   **NOT MET** ☐

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

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

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).

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

MET ☐　　NOT MET ☒

R1.5 is not met. The university has an established RPL process. However, it's not clear how this process will be applied to this programme. There are no tools to evidence how an applicant claim will be mapped against the Standards of proficiency for nursing associates and the programme learning outcomes. In addition, it's not made explicit that applicants can only claim up to 50 percent RPL of the programme. (Condition one) (SNAP R1.5: SFNME R2.8) A recommendation is made to consider whether the maximum RPL claim from registered nurses could be increased to more than 50 percent of the programme. This may require an exemption to the university regulations. (SNAP R1.5: SFNME R2.8) (Recommendation one)

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)
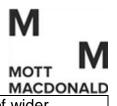
MET ☒　　NOT MET ☐

R1.6 is met. Documentary analysis and finding from the approval visit confirms that all applicants require GSCE level four or above or the equivalent in both mathematics and English to be enrolled on to the programme. Numeracy, literacy, digital and technological literacy are clearly mapped against the Standards of proficiency for nursing associates and programme outcomes. Students informed us that their numeracy, literacy digital and technology skills are assessed on entry to the programme and support mechanisms exist for them to improve these during the programme modules and through the varied modular assessments.

The programme team told us that students engage with technology enhanced learning using Canvas, Panopto, flipped learning and simulation. Access to a simulated community called Simm Street, provides students with opportunities to explore simulated case study scenarios of service user health and care needs across the lifespan. Students confirmed that they have access to personal skills coaches who supports them in their academic and study skills development across

the two years of the programme. Students can also access a range of wider university support services to aid these skills development.

Proposed transfer of current students to the programme under review

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

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

MET ☒   **NOT MET** ☐

The programme team confirm that existing HEE trainee nursing associate apprentices will not be transferring to the NMC pre-registration nursing associate programme apprenticeship route.

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

YES ☐   **NO** ☒

R1.5 is not met. We found there are no tools to map an applicant's claim against the Standards of proficiency for nursing associates and the programme learning outcomes to determine how much RPL to award. It's also not made explicit that applicants can only claim up to 50 percent RPL of the programme. The RPL process at programme level is not robust to meet SFNME R2.8. (Condition one)

Condition one: For the programme team to provide RPL mapping documentation for the programme, which includes the process by which applicants can claim up to 50 percent. (SFNAP R1.5, SFNME R2.8)

Outcome

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

SPNAP R1.5 requires that the programme permits RPL that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes. However, there are no tools provided to determine how an applicant's credited and/or experiential learning maps against the proficiencies and outcomes up to a maximum of 50 percent of the programme. The RPL process at programme level isn't robust to meet SFNME R2.8. (Condition one)

Date: 2 July 2019

Post event review

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Identify how the condition(s) is met:

Condition one: The programme team provided an updated RPL guidance document detailing the RPL process and a mapping tool of module learning outcomes against the Standards of proficiency for nursing associates. The guidance document also includes a mapping tool to evidence experiential practice learning RPL claims against part one of the PAD document. The guidance makes clear applicants can claim up to 50 percent RPL. The evidence provides assurance that RPL processes applied to the programme are clear. SPNAP R1.5 is met. Assurance is provided that SFNME R2.8 is met.
Evidence:
RPL guidance for nursing associate, undated

Date condition(s) met: 12 July 2019

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

Condition one is met. SPNAP R1.5 is met.

Assurance is provided that SFNME R2.8 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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and findings from the approval visit confirms that the design and delivery of the programme will adequately enable students in

both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. The module descriptors provide detailed content confirming that theory and practice components across the life span are represented.

The programme team at the approval visit confirmed the wide range of practice backgrounds of the nursing associate programme team which includes adult, mental health and children's nursing as well as primary care, public health and palliative care. The team also consists of two practice educators and senior faculty staff confirmed an additional children's/learning disabilities lecturer is currently being recruited. The delivery of modules from this range of academic staff and clinical practice educators ensures that students benefit from cross-field experience.

The wide variety of available PLPs and process for planning nursing associate student practice learning experiences throughout the programme ensures all students will receive an appropriate breadth of experience in a variety of settings. The practice partnership group play a key role is enabling a diverse breadth of practice learning experiences are available for students. Discussion at the visit confirms an effective collaborative approach between the university and PLPs/employers to ensure students experience care across the lifespan.

PLPs/employers confirm that they have sufficient resources to ensure that all students get an equitable experience across a variety of settings, regardless of where they are employed.

The university and PLPs have regular healthcare economies group meetings to review strategic operational matters and quality assurance systems including joint educational audits of the practice learning environments.

The programme team told us that the university runs a 'host and spoke practice model' to enable students to gain experience in a variety of care settings. Students gain experiences in the four fields of nursing practice beyond their host practice environment on a spoke basis. Students and prospective practice supervisors and practice assessors told us that in the practice learning environment, students are well-supported to gain the necessary experiences and skills across the lifespan these experiences are recorded and verified in the student's MYEPAD. The university maintains a record of the students allocated practice learning experiences.

The programme team told us that simulated learning using Simm Street enables student exploration of case study service user and carer experiences. Service users report sharing their experiences in a range of modules. Service users told us that through role-play scenarios students can practice the communication and clinical skills they need to develop and achieve the proficiencies in a safe environment. The programme team informed us that 'talking heads' is used to facilitate understanding of various health issues including long term conditions which was confirmed by SUCCESS group members.

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

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- 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. We are assured that the programme hours and programme length incorporating theory content and practice learning opportunities are sufficient to enable the students to meet the Standards of proficiency for nursing associates.

The programme documentation and discussion with the programme team confirms that the two-year length of the foundation degree programme meets NMC requirements for both theory and practice hours of 2300. There are appropriate mechanisms between the university and PLPs to manage students who need to interrupt from the programme. Practice hours are recorded via the MYEPAD including logging of protected learning hours in practice; classroom registers are used to monitor theory hours. The programme team told us that students receive support from a skills coach, a designated academic member of staff, who has contact with the student and practice assessor four times per year to review the student's academic progress and performance. This role is combined with the academic assessor role.

Current HEE apprentices confirmed that they find the university's processes and staff supportive if they have circumstances that require them to make up any additional practice and theory hours as required. The practice educators told us about their contingency plans to help students achieve skills that may not have had the opportunity to address in practice learning environments.

- 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. The programme documentation and evidence presented at the approval visit confirms that there's an equal balance of theory and practice learning using a range of learning and teaching strategies.

The programme handbook, course specification template and module descriptors detail the hours, theory and practice content and expected learning outcomes for both apprenticeship and self-funding students. All hours must be achieved by the end of the programme. There is a clear sequence of theory and practice learning across the programme. The programme is structured as one university day, one self-directed study day and the remainder of the week spent between protected learning in practice and external practice experience. The programme aims and learning outcomes are mapped to the Standards of proficiency for nursing associates, and the skills and procedures detailed in annexes A and B are incorporated in the modules.

There's evidence of a range of teaching and learning strategies used. This includes small group teaching, simulation, lectures, seminars, skills sessions, workbooks, skills coaching, the use of digital technologies and engagement of service users and practitioners in the programme delivery. The programme team told us about the faculty inter-professional experiences strategy that is part of the students learning experience in the programme. Simm Street case studies are designed to engage students in inter-professional learning. Students report examples of inter-professional learning experiences in practice learning environments through the provision of spoke opportunities. The MYEPAD provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

The programme team and PLPs told us that the student practice learning experiences are collaboratively allocated using a 'host' model.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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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** ☐   **Date:** 2 July 2019

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 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

Findings against the standard and requirements

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

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

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. The documentary evidence reviewed and discussion at the approval visit confirms that the university in partnership with PLPs, has procedures and policies in place to ensure that 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. Current HEE apprentices told us that they have a variety of spoke alternative practice learning opportunities, such as children's' services, mental health services and older people's services in order to gain other relevant experiences of caring for a diverse range of people in different care contexts. This approach will continue in the new programme.

We found documentary evidence of policies and processes for raising and escalating concerns. There's a practice placement lead for each PLP area who is the named go to person for students to address any concerns. We found the HEE apprentices we met were aware of the raising concerns process.

The programme team confirm that seeking consent to ensure the delivery of safe and effective care is taught throughout the programme. Practice educators told us that they have a role in supporting students learning and delivery of safe and effective care including working collaboratively with PLPs to ensure students meet the requirements of annexes A and B.

The MYEPAD gives practice learning guidance to students and their practice supervisors and practice assessors. It contains practice assessment information. Academic assessor and practice assessor responsibilities are well-defined in programme documentation. They are required to make objective decisions about student progression and assessment and work collaboratively.

- 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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.2 is met. Documentary evidence and findings from discussions with the programme team and PLPs confirm that students will have opportunities to engage in a diverse range of practice learning experiences to meet the holistic needs of

people of all ages. An exemplar plan of a student practice learning journey demonstrates allocation of appropriate and relevant experiences to ensure that the student has opportunities to meet the needs of people across the lifespan. Evidence presented supports that PLPs providing 'host' practice experiences are responsive to students' needs. They gave examples of how they facilitate current HEE apprentices in gaining a breadth of experiences in spoke practice learning environments external to the 'host' setting such as mental health, learning disability, children, maternity and older people services in inpatient and community settings.

Practice supervisors record their decisions on student progress and proficiency in the MYEPAD. The MYEPAD 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. HEE apprentices tell us they evaluate each practice learning experience. They confirmed the university and employer PLPs are responsive to student feedback and to ensure students have protected time required to meet NMC standards.

Documentary evidence confirms there's a range of systems and processes in place through partnership working between the university and PLPs to ensure that the quality of practice learning environments is monitored. This includes the following; undertaking educational audits and sharing these with other AEIs that use the same practice learning environments, managing and monitoring concerns and complaints as well as student evaluations of their practice learning experiences.

We found the Shrewsbury and Telford Hospital NHS Trust CQC report published in November 2018 rated the overall trust inadequate; caring was rated as good. The trust was put into special measures. The trust worked collaboratively with the university in developing an action plan to mitigate any risks to practice learning and the student experience. Senior faculty staff provided assurance that the close partnership working and regular engagement the university has with the trust ensures this action plan continues to be reviewed and monitored.

- 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. Documentary analysis and findings from the approval visit confirm technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. This includes the use of Simm Street, canvas, flipped learning, talking head and Panopto. The programme team told us that they use simulation to support assessment of both theory and practice. The HEE apprentices confirmed that they have had various experiences of simulation and that this helps build their confidence and various clinical skills.

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

MET ☒   **NOT MET** ☐

R3.4 is met. We found that there are procedures and policies in place to ensure that the students' individual needs and circumstances are given consideration in the allocation of practice experiences. HEE apprentices we met confirmed this and provided examples of the university and practice learning environments making reasonable adjustments for individual students where appropriate One student with a long-term condition reported feeling well-supported in meeting their learning outcomes.

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

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

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

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. The university has agreements in place to ensure that students get protected learning time through options A and B. Self-funding student will have supernumerary status option A and apprentices will have protected learning time option B although some NHS trusts will be making the nursing associate apprenticeship students supernumerary. This arrangement is clearly documented in the course specification template. Students are required to document their protected learning time in the MYEPAD which will be checked by the practice supervisor and assessor.

All nine employer PLPs employers were present at the approval visit and confirmed their commitment and agreement to supporting the programme and providing protected learning time. They all provided assurance that protected learning time will be provided for students on the apprenticeship route including practice experiences out with the student's 'host' practice learning setting and/or organisation if the breadth of practice experience is not available in their employer organisation. PLPs also confirmed that protected learning time would be guaranteed for theoretical learning, which will be part of the formal contractual agreement between the university and each employer PLP. HEE students told us

that their experiences of protected time varied and some found it a challenge to get this. This was discussed with the PLPs who told us that they have mechanisms in place to monitor this and gave a range of examples.

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

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome

Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 2 July 2019	

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒   NOT MET ☐

R4.1 is met. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. University preparation for the implementation of the SSSA and the roles supporting student practice learning has been undertaken collaboratively with PLPs/employers. Students who commence the pre-registration nursing associate programme from September 2019 will be supported by staff trained to undertake the new roles of practice supervisor, practice assessor and academic assessor.

PLPs and prospective practice supervisors and assessors confirm students and staff are well supported by the university staff who visit practice learning environments. PLPs, practice supervisors and assessors and the programme team confirm that there are collaborative mechanisms in place to trigger support if there are concerns about a student's conduct. Employer PLPs confirmed that any concerns raised about a student's fitness to practise who is also an employee would be managed collaboratively with the university.

Students have a personal tutor for the full two years of the programme. The HEE apprentices told us that their personal tutors provide effective academic support and that they have access to wider student services for support with academic writing and study skills development.

Students will be allocated a practice supervisor, a practice assessor and an academic assessor. The student is also allocated a skills coach. The academic assessor and skills coach are a combined role. The programme team told us that practice assessor and academic assessor who have responsibility for the assessment and progression of the student will in change year two of the programme, as will the skills coach.

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

MET ☒   **NOT MET** ☐

R4.2 is met. The university working with PLPs have clear implementation plans in place to roll out their strategy for the adoption of the SSSA including preparation of practice assessors and practice supervisors. A regional approach to supervision and assessment of students is being adopted to ensure consistency in shared practice learning environments including the adoption of the MYEPAD nursing associate students.

The roles and responsibilities of the practice supervisor and practice assessor are clearly detailed in the programme documentation reviewed. These roles were further explored at the approval visit and employers and PLPs have a clear understanding of the requirement to meet the SSSA. PLPs confirm they will provide supported time for practice assessors and supervisors to complete preparation for the role and to fulfil their role. The learning resource material for the preparation and update of practice supervisors and practice assessors is consistent with the preparation outcomes identified in the SSSA. The preparation and training for practice supervisors and practice assessors is being rolled out. Prospective practice supervisors and assessors we met are aware of the SSSA and confirmed they are yet to complete the training for the new roles.

The university has a staff development policy which supports the continued professional development of academic staff including the academic assessor role. We found that academic assessors are currently receiving training on the role. The senior faculty staff confirmed that the role of the academic assessor is factored into staff workload planning. The role of practice supervisors and academic and practice assessors is made explicit to students in the MYEPAD. We found that appropriate systems are in place for assessing and monitoring students' practice experiences. The programme team and PLPs confirmed the processes for tripartite assessment with the practice and academic assessor are embedded in the programme.

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** ☐

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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 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. Documentary evidence and findings at the approval visit confirm that there are processes in place to provide students with formative and summative feedback in theory and practice throughout the programme. The programme team confirmed feedback and feed forward strategies are used in the new programme and there is formative assessment in every module linked to summative assessment. Students confirmed that they have formative opportunities to prepare them for summative assessments and to support their development. The course specification template details a range of assessment tasks across the programme. Mapping against the learning outcomes is provided within the module descriptors. This helps students to identify the learning outcome(s) being assessed.

Self-assessment and action planning as well as peer assessment are an integral part of the programme design which support student's development. In one module students can choose one assessment to complete for a range of options which recognises and addresses diversity and inclusivity of the students learning.

Students told us that the feedback template within the MYEPAD enables them to receive service user/carer feedback and other allied health professionals which they value. Practice assessors told us that they assist students in gathering this feedback and considered it an important aspect of the assessment process.

- 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 and academic and practice learning outcomes. An exemplar plan of a student practice learning journey demonstrates the allocation sequence of appropriate and relevant practice learning experiences to ensure that the student has opportunities to meet the Standards of proficiency for nursing associates. A mapping document also demonstrates where the Standards of proficiency for nursing associates are located in the MYEPAD and in the OAR. The OAR summarises the student's overall performance, development, achievement and progression.

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

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- 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** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 2 July 2019

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 a fallback award of a HE certificate in health and well-being which doesn't lead to NMC registration.

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

YES ☒   **NO** ☐

Outcome

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
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:

University programme team presentation for the approval of the pre-registration nursing associate programme, 2 July 2019

Updated 10 August 2019

RPL guidance for nursing associate, undated

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: First and second year HEE nursing associate apprenticeship students		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation There are no FE/HE colleges involved in 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:		

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Coventry and Warwickshire Partnership NHS Trust CQC report published, 21 December 2018
Russells Hall Hospital, CQC report published, 17 October 2018
Shrewsbury and Telford Hospital NHS Trust, CQC report published, 29 November 2018
If you stated no to any of the above, please provide the reason and mitigation
There was no requirement to visit practice areas or facilities for this programme approval.
Additional comments:

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Issue record			
Final Report			
Author:	Pepsi Takawira	Date:	8 August 2019
Checked by:	Bernie Wallis	Date:	29 August 2019
Approved by:	Leeann Greer	Date:	4 September 2019
Submitted by:	Lucy Percival	Date:	4 September 2019