

Programme approval visit report

Section one

Programme provider name:	University of Worcester		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Private voluntary and independent health care providers 2Gether NHS Trust Worcestershire Health Care NHS Trust Wye Valley Acute Trust		
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>		
Title of programme:	Nursing Associate Apprenticeship		
Date of approval visit:	18 July 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>24 September 2019</td> </tr> </table>	N/A	24 September 2019
N/A			
24 September 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: Tony Bottiglieri Lay Visitor: Phil Stephenson		

Section two

Summary of review and findings

The University of Worcester (UoW) presented a two-year full-time foundation degree science (FdSc) nursing associate (apprenticeship) programme for major modification against the Standards for pre-registration nursing associate (NA) programmes and Standards of proficiency for nursing associates (NMC, 2018). The programme team have two years' experience of delivering a NA apprenticeship route through the Health Education England (HEE) curriculum and have used this experience in the development of the proposed NMC programme. At the heart of the programme is a flexible work-based learning approach to develop competent, confident and compassionate NAs, providing high quality, safe and responsive care across the lifespan in diverse care settings. The programme was initially presented and approved by the NMC (17 June 2019) as a direct entry route. Since publication of the 2019 nursing associate apprenticeship standards by the Institute for Apprentices and Technical Education (IfATE, 2019), UoW are seeking major modification of the NMC approved NA programme to add an apprenticeship route.

The programme has been developed in partnership with 2Gether NHS Trust, Health and Care Trust Worcester, Worcestershire Health Care NHS Trust, Wye Valley Acute NHS Trust and the Dudley group of Hospitals NHS Foundation Trusts. Programme documentation and the major modification process provided evidence of effective partnership working with employers and practice learning partners (PLPs). There is documentary evidence of a strong commitment from employers and PLPs to support the work-based learning (WBL) model required for the apprenticeship route. Programme documentary evidence and discussions during the major modification visit confirms a strong emphasis on working in partnership with UoW in securing NAs for their future workforce and skill mix requirements through the apprenticeship route. They advise that arrangements are in place to support staff in accessing the apprenticeship NA programme as well as recruiting NA students as direct entrants. This is supported by an agreement from all partnership organisations into two intakes per year across four academic years. Employers advised that this would be up to 70 NA students per cohort intake until 2021-22, with an additional 30 NA students from the Dudley group of hospitals for 2019-2020. The development of the programme has included consultation and co-production with employers, PLPs, students and service users and carers (SUC).

The programme provides an updated NA practice assessment document (PAD) to incorporate the apprentices' duties, including guidance to help NA students prepare for the end point assessment (EPA). The PAD is developed in collaboration with approved education institutions (AEIs). There is evidence of effective partnership working at a strategic level between the AEI and PLPs through practice learning partnership agreements and the quality assurance of practice learning environments.

At an operational level there is effective partnership working between the AEI and PLPs in the preparation and support of practice assessors (PAs), practice supervisors (PSs) and academic assessors (AAs) and an ongoing commitment to provide additional support and training for these roles. Programme specification and the programme handbook make clear how the roles are differentiated and how and where the practice and academic assessor roles collaborate in validating practice learning outcomes.

There is evidence from documentation and discussions during the major modification visit of strong effective partnership working with SUCs in the development, design and delivery of the programme. The IMPACT group is an established forum of SUCs at the UoW. Examples of student nurse evaluations presented highlight the value and effectiveness of SUC involvement with teaching and assessment activities.

There is programme documentary evidence that quality assurance processes are in place to manage programme delivery across both practice and theoretical learning settings. Student representation appears in several programme processes such as module evaluations, placement evaluations and staff and student programme committees.

Documentary evidence and discussions at the major modification visit confirm that arrangements at programme level meet both the NMC Standards framework for nursing and midwifery education (SFNME, NMC, 2018) and the Standards for student supervision and assessment (SSSA, NMC, 2018).

Major modification of the pre-registration nursing associate programme to include an apprenticeship route is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Selection, admission and progression:</p> <p>Practice learning:</p> <p>Assessment, fitness for practice and award:</p>

<i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	Education governance: management and quality assurance:
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	
Focused areas for future monitoring:	

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

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

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

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

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

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

[QA Handbook](#)

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and discussions during the major modification visit confirms strong evidence that partnership working is effective at all levels between UoW and PLPs, SUCs and students in the development of the proposed programme modification. This includes representation from independent and voluntary health and social care organisations in support of the apprenticeship pathway.

It is evident that the UoW has worked hard to develop an effective SUC group, known as the IMPACT group. Programme documentation and discussions with the group held during the initial approval visit for the NA direct entry route were commended for their involvement with teaching and learning activities including student assessments and simulations as well as recruitment and selection processes. During this visit the IMPACT group said they are well supported and feel valued and engaged as full partners with the university.

The UoW have developed strong partnership agreements with the PLPs to ensure apprenticeship arrangements are carefully managed such as confirming that NA student apprentices are provided with the correct levels of protected learning time in external and primary placements. PLPs commented on the excellent communication, close rapport and quick resolution of any issues between the university and themselves. Programme documentation provides evidence of the systematic process in use to support this.

UoW has undertaken a staffing and resources projection-based plan to ensure student predicted numbers for enrolment can be accommodated and supported by PAs, PSs and AAs. Programme documentation confirms mapping of supervision and assessment provision across PLPs. Programme documentation confirms that UoW, in partnership with employers and PLPs, ensure a range of practice learning

opportunities are in place that equip students to meet people's diverse needs across the lifespan and in different settings.

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

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' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the

supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

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

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

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

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

[Standards framework for nursing and midwifery education](#) specifically:

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES NO

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
YES **NO**
- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES **NO**
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)
YES **NO**

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

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

MET **NOT MET**

R1.5 is met. There is programme documentary evidence of recognition of prior learning (RPL) processes that are used to map to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. UoW academic regulation confirms RPL accreditation process. The maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse.

There is programme documentary evidence which describes the application for academic recognition process. Programme documentation provides assurance that applications for the RPL are reviewed by the programme admissions tutor, reviewed by the programme's external examiner, and scrutinised by the university's examination assessment boards. Application and scrutiny procedure confirms that the process maps to the standards of proficiency for nursing associates (NMC, 2018).

- 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. Programme documentary evidence confirms the entry requirements an applicant requires for enrolment, which includes GCSE Maths and English grade C, or level 4, or foundation level 2 in each. Students with non-traditional entry qualifications will be considered on an individual basis by the programme team and admissions which may require them to produce a portfolio of evidence to demonstrate their ability to study at the required academic level.

Students informed us at the initial approval programme visit that they are supported in addressing the numeracy, literacy, digital and technological demands of the programme. They told us that access to digital training is available and well-resourced through the UoW library service, they use this service and value its provision. Programme documentation provides evidence of library service provision and support available for students to access.

The selection procedures and recruitment event involves the programme team, employers, PLPs, SUCs and supported by student ambassadors. Programme documentary evidence confirms that recruitment and selection uses a values-based selection process which consists of three elements: a group work activity facilitated by a PLP, academic and a service user, marked paper using criteria mapped to the six 'C's of nursing and an individual interview with an academic and PLP, The outcome is assessed using criteria also mapped to the six 'C's of nursing.

The programme team told us that in their experience apprenticeship NA students sometimes present with less developed study skills for a number of reasons. Programme documentation provides evidence of how this is anticipated and supported by the programme. Formative opportunities to develop the required numeracy skills are designed within theory and practice modules including numeracy related to medications management and administration. Students' digital and technological abilities are assessed on entry to the programme and in modules early in the programme. Additional training and development of skills is provided through individual or group support.

Programme documents evidence the development of digital skills in practice learning environments, such as requirement to use electronic patient recording systems and patient care planning inputs.

Student progress is recorded and monitored through the individual learning progress (ILP) reviews. Progress tracker documents captures student progression on a quarterly basis and is shared with employers.

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**

Students currently undertaking the HEE curriculum framework programme are not permitted to transfer onto the programme submitted for major modification. Students completing the HEE curriculum framework programme will undergo a separate process on completion in order to achieve NMC registration.

The programme team advised the approval panel that students from the NA full-time direct entry route would have the option to defer and join the apprenticeship route. This would require RPL application processes to be applied and employer support.

The approval panel were advised by the programme team during the major modification visit that current NA students will be transferred to the SSSA (NMC, 2018) requirements. This was also evidenced by programme documentary evidence, to be effective from September 2019.

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 18 July 2019

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

- 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. There are clear expectations stated within the student (apprentice) programme handbook that the design and delivery of the programme provides students with protected learning time within primary and external practice learning environments.

Programme documentary evidence demonstrates how the design and delivery of the programme will support students in both theory and practice settings to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. Programme documents confirm that the programme is delivered using blended learning which combines work-based learning, face to face and online activities.

Documentary evidence confirms that employers and PLPs provide students with learning opportunities to equip them with the skills and knowledge to care for people with diverse needs, in a variety of settings and across the lifespan. Practice learning environments include access to a variety of settings including learning disabilities, mental health, child, community, primary care, acute and maternity services. In some instances, a spoke practice learning approach is adopted where diverse placements are utilised.

Students and PLPs told us of the process used to ensure that students are provided with practice learning opportunities across the lifespan is effective in enabling them to experience the health and social care needs of all service users across the age range and within variety of care 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. Programme documentary evidence and discussion with the programme team during the major modification visit confirms the length of the programme and the required hours for both theory and practice learning meet SPNAP (NMC, 2018) requirements. The apprenticeship programme specification and briefing documents details how programme hours are achieved, with module descriptors identifying theory hours to be achieved alongside the associated module practice learning hours also. The programme planner document evidences progression towards the end point assessment (EPA), and also signposted within PAD.

Attendance at theory based learning at UoW is recorded by registration of attendance, confirmed by documentary evidence. The PAD records the attendance hours in the practice learning environment. The programme team advised that this is continuously reviewed, and outstanding hours are discussed and retrieved when required, supported by the student's employer.

- 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. Programme documentary evidence confirms programme structure has an equal balance of theory and practice learning hours which meet NMC requirements (NMC, 2018). There is an additional four weeks provided to support assessment retrievals for theory or practice elements of programme learning, if required.

The module descriptors provide details of the aims and learning outcomes and assessment methods.

Programme documentary evidence confirms programme learning outcomes are mapped to the SPNA (NMC, 2018).

Programme team told us during the visit that the programme utilises a range of teaching and learning strategies to deliver theory and practice learning. This includes extensive digital and technological resources such as role play, video and

audio recording and skills simulation devices. This is supported by programme documentation.

Module aims and learning outcomes articulate clear requirements and are consistent with the academic level required for this programme.

During the approval visit of the direct entry route programme, students told us that the programme handbook incorporates details about the programme, including university regulations. At that time students expressed concern that the handbook is cumbersome and difficult to use. The programme development team have since reviewed the presentation of the programme handbook, so that essential information is now more accessible for students, and that specified modules are reviewed in relation to learning outcomes and assessment.

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

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: 18 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)

MET **NOT MET**

R3.1 is met. Programme documentation identifies two elements of placement; primary placement (place of work) and external placements. Both enable students to develop the proficiencies to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings (SPNA, NMC, 2018). In some practice learning environments, spoke arrangements are used to facilitate

learning opportunities in order to experience care for people with diverse needs such as mental health, learning disabilities and physical health across the lifespan.

Training for PSs and PAs has been provided and on-going support is available through the zone link teams, confirmed by PLPs during the major modification visit and supported by programme documentary evidence.

The programme development team and PLPs confirmed this is an effective model which enables students to access practice learning environments whilst still being supported and supervised by their practice learning host placement provider. Mechanisms have been developed such as practice zone teams and practice learning panels which enable the monitoring of practice learning opportunities.

- 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. Documentary evidence confirms students will be allocated to a variety of external practice learning environments (PLEs) in addition to their primary work placement to meet the holistic needs of people across the lifespan. Students must record these experiences in the PAD. At the previous direct entry approval visit students described bespoke enhanced learning days that are available to them which link to specific practice learning content including, for example, dementia, learning disabilities, sensory impairments, and mental capacity. This is also evidenced in programme documents submitted.

Documentary evidence confirms practice learning experiences are evaluated by students at the end of each placement. These are reviewed by zone placement teams and PLPs. PLPs and the programme development team confirm that practice learning evaluations contribute to the quality assurance of the suitability of the practice learning environments in enabling students to meet the programme practice learning outcomes.

Programme documentation confirms that practice assessments are moderated by practice panels. Membership includes PAs, academic zone tutors, academic assessors and practice education facilitators (PEF).

Students told us that they can negotiate with their PS or PA to use protected learning time in their primary placement to undertake spoke placements as well as simulated learning opportunities. Programme handbook and PAD demonstrates how this is managed and recorded.

- 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 UoW has a well-resourced simulation suite which provides opportunities for the development of skills and preparations for a range of acute

and community health and social care situations. Students told us that it provides them with the opportunity to rehearse and practise skills, including exposure to fatal accidents, birth delivery, discharge planning and the assessment of daily living skills for patients' pre-discharge.

The programme team told us that role-play methods are adopted to enhance students' learning within a safe environment, including the use of simulation manikins, supported with recording and play back functions to assist with feedback opportunities for learning.

SUCs are involved in simulation settings to support student learning, which includes contribution towards the development of students' communication skills.

Simulated and practice-based skills learning are used to prepare students for practice learning and are identified and assessed within the PAD. The programme specification document identifies 20 days allocated to help prepare and support students for practice learning which incorporates technology enhanced and simulation-based learning. There are also five enhancement days for the development of further skills and simulated learning opportunities.

- 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. There are policies, facilities and a range of support services available to take account of students' individual needs and personal circumstances when allocating students to their PLE. Programme team and students told us about the process used to ensure that reasonable adjustments to either theory or PLE settings are applied.

Programme documentary evidence and students told us that they are signposted towards student learning support services during induction and revisited with their personal tutors, PAs and PSs whilst in PLEs.

Students told us that they are able to make appointments to seek guidance for assessment from the learning support services. Programme documentation details the role of the personal academic tutor, and how this role acts to support and signpost students to the appropriate student support services. Apprenticeship students have full access to all student services at the UoW in addition to the support offered by their employers. Students confirm they feel supported and that support systems are clearly explained to them, exceeding their expectations.

- 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. Programme documentation, PLPs and the programme team told us that processes are in place which ensures protected learning time is monitored through the PAD. Option B will apply with each NA apprentice released for a minimum of 20 percent of the programme for academic study and for a minimum of 20 percent of programme time for external practice placement. The remaining programme practice hours will be subject to protected learning time. Signed, protected learning time partnership agreements are in place with employers.

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: 18 July 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Service level agreement documentation describes how student PS and PA roles are allocated by PLPs. UoW and PLPs have an agreed implementation strategy which provides clarification of PS and PA roles. This is also highlighted in the year one and two NA PAD. Both documents assure an effective framework which clarifies responsibilities in supporting students.

Programme documentation confirms governance arrangements and a robust set of policies and processes for monitoring and evaluating adherence to the NMC

Standards. Practice placement panels provide strong oversight of placement capacity and student learning opportunities.

Resource confirmation is provided through the service agreement which assures the provision of sufficient practice learning opportunities, sufficient access to PAs, PSs and AAs which comply with requirements of SFNME (NMC, 2018).

Programme documentary evidence confirms investment of continuing professional development for academic staff to ensure readiness to accommodate academic assessor roles. Academic staff CVs confirm module leadership capacity to provide appropriate academic and NMC professional regulatory oversight.

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

MET **NOT MET**

R4.2 is met. Programme documentation provides evidence of appropriate levels of access and support is available in PLEs. This includes details of how students will be supported, assessed and supervised.

PLPs and students told us that they are required to insert the names of PSs, PAs and AAs into the PAD.

Programme documentation evidences a range of learning resources used to support the development of the new roles locally. These have been developed by the East and Midlands practice assessment steering group which UoW is partnered with.

PLE audits provide opportunities to review the suitability of practice learning opportunities. Programme documentary evidence confirms the process used to manage PLE capacity planning and student supervision and assessment allocations.

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. Documentary evidence confirms the programme utilises a range of assessment methods to support students' development towards the required skills and knowledge for nursing associate registration with the NMC.

The UoW assessment policy has been used to guide the assessment methods for the FdSc nursing associate programme. This includes both formative and summative assessment strategies across the programme. Assessment details and strategies are included within programme documentation, including feedback mechanisms and university regulated time-frame standards for the publication of assessment results. Mapping of assessment methods against all modules are identified within the programme handbook. The range of assessments include elements of assessment choice as well as assuring enough variation to reduce the risk of plagiarism, and to assure appropriate assessment methods are adopted to test and assess the module learning outcomes.

Formative assessment strategies are used to support student development. This includes peer and self-feedback and tutor written feedback. Marking grids against academic levels four and five are used to guide summative assessment marking.

The revised PAD for NA apprentices includes a staged approach to the achievement of practice outcomes. The PAD encourages the identification of a student's learning needs and learning opportunities at the initial stage. There is a mid-point formative interview to inform a student's progress with a review of professional values alongside apprenticeship requirements. Final interviews complete the summative assessment of NMC proficiencies.

Preparation for the EPA is identified within the programme handbook and year two PAD. Skills simulation practice learning are used to help prepare practice skills and communication proficiencies. Students and the programme team told us that the personal tutor attends all ILP reviews with employer representatives to monitor progression and concerns as well as supporting the student to prepare for the EPA.

Action plans are detailed within the PAD which help students address areas of concern. The final interview at the end of year one confirms progression of the student into year two of the programme. Medicines management is assessed in each year of the programme. Throughout the assessment strategy, there are opportunities for students to reflect on their supervision and assessment and to gain feedback and feed forward. During the major modification visit PLPs told us how students are able to meet with NHS trust executive board members to feedback their experiences and in regular "nuggets and niggles" titled meetings, used to gather student feedback. The panel at the major modification visit were advised that the outcomes are recorded and shared with the programme team for consideration and action. The staff and student liaison committee identifies this as an agenda item.

- 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. Programme documentation and mapping documents assure that the Standards of proficiency for nursing associates are met (NMC, 2018). The practice learning environments enable students to achieve the programme outcomes SPNA (NMC, 2018).

Programme documentation confirms that apprenticeship requirements are identified and mapped against module and practice learning outcomes.

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**

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: 18 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**

The programme does not provide a fall back exit award that can be registered with the NMC.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 18 July 2019

Section four

Sources of evidence

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

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

Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List additional documentation:		
If you stated no above, please provide the reason and mitigation No further education (FE) college involved in the major modification.		
Additional comments:		

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

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

Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no to any of the above, please provide the reason and mitigation</p> <p>This major modification was undertaken by the same registrant and lay visitor who attended the UoW direct entry nursing associate approval visit on 17 April 2019.</p> <p>Students were available during the initial programme approval for the direct entry nursing associate programme. It was agreed that as the major modification would draw upon the same cohort of students, proportionate arrangements were made to utilise their feedback to inform this major modification. The same explanation applies to SUCs.</p>		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>

System regulator reports list:

Mid Essex Hospital Services NHS Trust, 20 January 2019

Nottingham University Hospitals NHS Trust, 14 March 2019

University Hospitals Coventry & Warwickshire NHS Trust, 31 August 2018

Worcestershire Health and Care NHS Trust, 1 June 2018

Worcestershire Royal Hospital NHS Trust, 1 March 2019

If you stated no to any of the above, please provide the reason and mitigation
PLE visits not required for the major modification visit. Learning resources were
evidenced through the programme presentation during the approval visit and the
major modification and through discussions with students, PLPS, SUCs and the
programme team.

Additional comments:

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Issue record

Final Report

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