

Programme approval visit report

Section one

Programme provider name:	University of Leeds
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Park Lodge NHS Leeds Teaching Hospital NHS Trust SJUH adult, child, mental health HMYOI Wetherby NHS; Leeds Community Health Care Hannah House St Gemma's Hospice Wheatfields Hospice (Sue Ryder) Martin House Nuffield Hospital Wharfedale General Hospital Minor Injuries NHS; Harrogate NHS Trust NHS; York Teaching Hospital NHS Elysium Healthcare Springwood lodge NHS; Leeds Teaching Hospital NHS Trust LGI NHS; Leeds and York Partnership Pennington Court Nursing home
Programmes reviewed:	<p>Programmes: Nursing associate Title of programme: Foundation Degree Nursing Associate Programme start date: 27 January 2020</p> <p>Academic level: England, Wales, Northern Ireland: Level 5</p>
Date of approval visit:	4 July 2019
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Adrian Mason

Section two

Summary of review and findings

The University of Leeds (UoL) is an approved education institution (AEI). UoL presented for approval the Foundation Degree (FdSc) nursing associate apprenticeship programme based on the Standards for pre-registration nursing associate programmes (SPNAP) and Standards of proficiency for nursing associates (NMC, 2018). This two-year full-time programme which is entitled FdSc nursing associate is developed in partnership with regional health and social care employers from West Yorkshire trainee nursing associate (TNA) partnership group (WYPG).

The following organisations are supporting the nursing associate apprenticeship programme: Park Lodge, Leeds Teaching Hospital NHS Trust, HM young offender institution Wetherby, Leeds Community Healthcare NHS Trust, Hannah House, St Gemma's hospice, Wheatfields hospice, Martin House, Nuffield Health Leeds hospital, Wharfedale hospital, Harrogate and District NHS Foundation Trust, Springwood Lodge Elysium Healthcare, Leeds and York Partnership NHS Foundation Trust, and Pennington Court nursing home.

Partnership working with employers and practice learning partners (PLPs) is evident at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the programme. These meetings will continue throughout the academic year to ensure both theory and practice is delivered at a high standard. Practice learning for students on the programme is supported by the UoL practice placement unit as well as PLPs.

Care Quality Commission (CQC) quality reports for the Leeds and York Partnership NHS Foundation Trust and York Teaching Hospitals NHS Foundation Trust have an overall outcome of requires improvement. UoL and the two trusts have collaborative action plans in place to mitigate any risks to student learning.

We found the Standards framework for nursing and midwifery education (SFNME) (NMC 2018) isn't met at programme level as conditions apply. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to three conditions. There are two recommendations.

Updated 1 August 2019

The programme team provided evidence that meets the requirements of conditions one and three. Condition two is a combined NMC and university condition. The evidence to meet this condition is scheduled to be reviewed by the university

approvals group 30 September 2019.

Updated 1 October 2019

The programme team submitted revised programme documentation which provides evidence to meet the requirements for condition two. This condition was also approved by the university. All the conditions are now met. The programme was approved by the university programme approval group on 30 September 2019.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must produce an implementation plan of how they intend to incorporate service users and carers into the development, delivery and evaluation of the programme. (SPNAP R2.1; SFNME R1.12, R5.5, R5.14)</p> <p>Condition two: The AEI must update the documentation to reflect the new nursing associate programme and to be approved by the AEI programme approval group. (SPNAP R2.7; SFNME R2.9, R3.2 and University condition)</p> <p>Selection, admission and progression:</p> <p>Condition three: The AEI must provide a clear plan to ensure service users and carers are engaged in partnership in student recruitment and selection. (SPNAP R1.1.1-1.1.2; SFNME R2.7)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p>

	<p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	<p>1 August 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Strengthen student involvement in the development, continuance and evaluation of the programme. (SFNME R1.12, R5.5)</p> <p>Recommendation two: Strengthen interprofessional learning and working within the programme. (SFNAP R2.4, SFNME R1.13)</p>
<p>Focused areas for future monitoring:</p>	<p>Student and service user involvement in the development, delivery and evaluation of the programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided documentary evidence of how service users and carers will be incorporated into the development, delivery and evaluation of the programme. Condition one is met. SPNAP R2.1 and SFNME R1.12, R5.5, R5.14 are now met.

The programme team provided revised documentation that reflects the new nursing associate programme. Condition two is met. A report from the AEI programme approval group confirms the condition is met. SPNAP R2.7 and SFNME R2.9, R3.2 are now met.

The AEI provided documentary evidence of how service users and carers will be engaged in partnership in student recruitment and selection. Condition three is met. SPNAP R1.1.1-1.1.2 and SFNME R2.7 are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	1 October 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC Standards for student supervision and assessment

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

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

Standard 3: Student empowerment:

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

to people with diverse needs

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrate collaboration with PLPs in the development of the programme. A partnership agreement between the AEI and PLP organisations from the NHS and independent sector demonstrates collaboration at a strategic and operational level. Notes from meetings show PLPs are involved in the development of this programme. PLPs describe collaborative working to ensure the programme meets the needs of the future workforce.

We found service users and carers haven't been involved in the development of the proposed programme. The service user we met told us they had been involved in the development of the pre-registration nursing programme. Along with the programme manager, they described ways for service users to be involved within the nursing associate programme in future. The programme team must provide a clear plan and associated timeline detailing how service users and carers will be involved in the development, delivery and evaluation of the proposed programme. (Condition one) (SFNME R1.12, R5.5, R5.14; SPNAP R2.1)

We found students are enthusiastic about the role of the nursing associate and know how it contributes to care delivery. One nursing associate alumni from the Health Education England (HEE) programme we met described their involvement in the development of the programme through reflections on the current programme and discussing ways to improve the new programme. Current HEE programme students we met told us the programme team listen to them and that changes have been made because of their feedback. Students told us that they hadn't been involved directly in the development of the proposed programme. The programme team are advised to strengthen student involvement in the development, continuance and evaluation of the programme. (Recommendation one) (SFNME R1.12, R5.5)

Robust processes are in place for escalating concerns related to practice learning or unsafe practice and managing them in a prompt manner.

There's a robust plan to implement the SSSA which has been developed in partnership with PLPs. The nursing associate practice assessment document (NAPAD), which has been developed with the Midlands, Yorkshire and East practice learning group (MYEPLG) will be used in practice assessment. There are plans in place for developing practice supervisors, practice assessors and academic assessors.

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

Not Met

There's no evidence of service user and carer involvement in the development, or future delivery and evaluation of the proposed programme as required in SFNME R1.12, R5.5 and R5.14. The programme team must provide an implementation plan with an associated timeline which details how service users and carers will be involved in the programme. (Condition one) (SPNAP R2.1; SFNME R1.12, R5.5, R5.14)

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

Met

If not met, state reason

There's no evidence of service user and carer involvement in the co-production, development or future delivery and evaluation of the proposed programme as required in SFNME, R1.12, R5.5 and R5.14.

Condition one: The programme team must provide an implementation plan with an associated timeline which details how service users and carers will be involved in the programme. (SPNAP R2.1; SFNME R1.12, R5.5, R5.14).

Post Event Review

Identify how the condition is met:

Condition one:

The programme team have provided an implementation plan and associated timeline that details how service users and carers will be involved in the programme which meets the requirements of condition one. A school of health plan to develop new and improved processes for all aspects of service user and carer involvement in nursing programmes now incorporates the nursing associate programme. The lifelong learning centre (LLC) responsible for the nursing associate programme will align their service user and carer plan and processes and jointly develop this work with the school. There's evidence of the development of partnership working with service users and carers. The first meeting of the patient involvement in education/service users and carers group met on 23 July 2019. SPNAP R2.1 is now met.

Condition one is now met.

Assurance is provided that SFNME R1.12, R5.5, R5.14 are met.

Evidence:

TNA timetable for block one, 4 July 2019

Email to carers Leeds, 26 July 2019

TNA implementation plan service user and carer involvement, 12 June 2019

TNA LLC service user and carer partnership working, undated

Nursing associate curriculum planning, July 2019

Date condition(s) met: 1 August 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. SPNAP R2.1 is now met.

Assurance is provided that SFNME R1.12, R5.5, R5.14 are met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R1.1.1-R1.1.2 are not met. There's documentary evidence of student selection processes that are undertaken in partnership between the AEI and PLPs. PLPs we met confirmed that student selection is undertaken with the AEI and that the members of the WYPG all use the same questions. Questions and processes are developed based on the Code and NHS values.

However, documentary analysis doesn't identify how service users are involved in student selection processes. The service user we met at the approval visit confirmed that there had been no service user involvement in student selection processes for this new programme. The programme team must provide a plan detailing how service users and carers will be involved in student selection. (Condition three) (SPNAP R1.1.1-R1.1.2, SFNME R2.7)

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. There's documentary evidence of recognition of prior learning (RPL) processes and UoL have an established RPL policy. As part of the admissions process checks are made with the students for RPL eligibility and an assessment is made on its relevance to the current programme of study. RPL is normally via academic credit, but applicants seeking to join this programme are required to complete a portfolio that is mapped to the NMC Standards of proficiency for nursing associates. Requests are reviewed by an RPL committee against the requirements of the admissions policy.

The apprenticeship standards stipulate that an apprenticeship must be one year in length, therefore this negates RPL of over 50 percent for NMC registered nurses without restrictions on their practice.

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

Met

R1.6 is met. There's documentary evidence of support for digital and technological literacy via classroom activities and online packages. Documentary analysis confirms applicants require a general certificate of education at grade c or four and above or equivalent in both English and maths at entry. However, students who don't have these will be allowed to commence the programme and will be required to achieve them by the end of the programme/end point assessment. Throughout the programme students will be supported to develop their numeracy, literacy and digital and technology skills through the modules undertaken. All students have access to an online numeracy resource called SN@P numeracy which helps them to develop their numeracy and medication calculation skills. Students complete a health numerical assessment at the end of the programme which they must pass at 100 percent.

The lifelong learning centre offer support with numeracy and literacy skills throughout the programme. Formative and summative written assessments on the programme assess the student's literacy and digital technological literacy. Academic essays are submitted via the online turnitin platform and must be word processed. Presentations by the student's require the use of presentation software.

There's detailed mapping of the programme and module outcomes to the NMC Standards of proficiency for nursing associates. The NAPAD and ongoing achievement record (OAR) record student progression and competence in practice learning and incorporate the development, progression and achievement of numeracy, literacy, digital and technological literacy.

Proposed transfer of current students to the programme under review

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

Not Met

Existing students on the Health Education England (HEE) programme won't transfer to the new programme or to the SSSA.

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

No

SFNME R2.7 requires that service users and carers are involved in student selection processes. However, documentary analysis doesn't identify that service users are involved in student recruitment and selection processes. The service user at the approval visit confirmed that there had been no service user involvement in selection processes for this programme. (Condition three) (SPNAP R1.1.1-R1.1.2; SFNME R2.7)

Outcome

Is the standard met?

Not Met

R1.1.1. - R1.1.2 is not met. Documentary analysis doesn't identify how service users are involved in student recruitment and selection processes. The programme team and service user at the approval visit confirmed that there had been no service user involvement in selection processes for this programme as required in SFNME R2.7. (Condition three)

Condition three: The AEI must provide a clear plan to ensure service users and carers are engaged in partnership in student recruitment and selection. (SPNAP R1.1.1 - R1.1.2; SFNME R2.7)

Date: 4 July 2019

Post Event Review

Identify how the condition is met:

Condition three:

The programme team have provided documentary evidence to show how service users and carers will be involved in recruitment and selection of nursing associate students which meets the requirements for condition three. The involvement of service users and carers in recruitment and selection will become part of the apprenticeship contract with each employer partner. Involvement will range from service user and carer involvement in interviewing, providing interview questions as well as an online service user carer focused video clips included in marketing materials for the programme. Preparation and support of service users and carers for their planned involvement in the recruitment and selection of students will also be part of the apprenticeship contract. There's clear evidence of implementation of a task and finish group to work together with the existing patient and carers community group to plan and support this initiative. SPNAP R1.1.1 – R1.1.2 are now met.

Assurance is provided that SFNME R2.7 is met.

Evidence:

Response to conditions service user carer involvement in recruitment and selection, 25 August 2019
TNA Leeds and York Partnership Foundation Trust service user involvement, undated
Nursing associate curriculum planning, July 2019
Patient, carer community group working together plans, August 2019
TNA lifelong learning centre (LLC), service user and carer partnership working, undated

Date condition(s) met: 1 August 2019

Revised outcome after condition(s) met:

Met

Condition three is now met. SPNAP R1.1.1 – R1.1.2 are now met.

Assurance is provided that SFNME R2.7 is met.

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. Documentary evidence and discussion with service user representation at the approval visit confirms that service users and carers haven't been involved in the co-production and development of the programme. There's no evidence of how service users and carers will be involved in the delivery, ongoing development, student assessment or evaluation of this programme as required in SFNME R1.12, R5.5 and R5.14. The programme team must produce an implementation plan of how they intend to involve service users and carers in the programme. (Condition one) (SPNAP R2.1; SFNME R1.12, R5.5, R5.14)

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

Yes

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

Yes

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

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

Met

R2.4 is met. There's documentary evidence that demonstrates students will have a non-field specific experience on the programme. The programme proposal reflects generic cross field content and health conditions across the lifespan. Theoretical content is clearly mapped to the Standards for pre-registration nursing associate programmes. Students confirm learning is generic, cross field and across the lifespan.

Practice learning is structured for students to gain experience which is non-field specific and across the lifespan. The programme team and PLPs tell us there will be cross field practice learning experiences for all students. This experience is co-ordinated by the AEI practice placement unit. Students tell us they have access to practice learning experiences across the four fields of nursing practice.

Students tell us inter-professional learning takes place mainly in the practice learning environment where they work alongside other health professionals. Documentary evidence and discussions with students we met demonstrate there's limited opportunity for interprofessional learning within the programme. The programme team are advised to strengthen interprofessional learning and working within the programme. (Recommendation one) (SFNAP R2.4; SFNME R1.13)

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show how the

programme outcomes, module outcomes and content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.5)

Yes

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

There is evidence that:

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

Met

R2.6 is met. Documentary evidence provided in the programme handbook and discussion with the programme team confirms the length of the programme is two years and 2300 hours. Programme documents give a breakdown of what constitutes the 2300 hours and demonstrate the required hours for theory and practice learning which are sufficient to meet the Standards of proficiency for nursing associates.

Teaching takes place via week blocks every four to six weeks on the programme. Students will undertake independent study to follow up taught sessions with web-based exercises and also pre-reading for example to prepare for taught sessions and assessments. Attendance of students at theory sessions is monitored via sign-in sheets.

Students are allocated a base placement, which is their usual place of work. They will experience working in alternative settings via 18 weeks of spoke practice learning experiences over the two-year programme. Allocation of practice learning placement experiences is done by the practice placement unit in partnership with PLPs. Students record their practice learning hours in their OAR and ePAD, these are verified by the practice supervisor and practice assessor.

PLPs confirm they monitor practice learning hours and the number of protected learning hours students are completing. The practice assessor holds one-to-ones with the students to ensure they receive 7.5 protected learning time hours per week. If students are not meeting this requirement a meeting is held and an action plan created for retrieval of unmet practice learning hours.

Student interruptions to the programme is considered in partnership with the AEI and employer. PLPs and the programme team confirm appropriate planning is available for students to return to their study and employment.

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)

Not Met

R2.7 is not met. There's clear evidence that programme and module learning outcomes are mapped to the Standards of proficiency for nursing associates. The module descriptors detail the learning hours and the practice learning allocations are planned with hours attached and tracked. The programme proposal document clearly details theory and practice hours for each year/part and total at the end of the programme.

We found a range of learning and teaching strategies are adopted in this programme which are carefully planned to ensure an equal balance of theory and practice learning. The programme proposal document confirms there's an equal split between theory and practice learning. The programme adopts a work-based learning approach. Teaching strategies included group work, work-based workbooks, online learning and clinical skills.

The approval panel identified that the programme documentation needs revising to reflect the proposed pre-registration nursing associate programme. The student facing documentation doesn't provide key details about the programme including the hours and learning and teaching strategies. The module team must update the documentation to reflect the new programme. (Condition two and University condition) (SPNAP R2.7; SFNME R2.9, R3.2)

The practice allocation model for the programme is block and spoke practice experiences. The trainee placements exemplar illustrates how the hours will be allocated and achieved by the end of year one and the end of the programme. The programme proposal clearly demonstrates there are sufficient practice learning hours.

The TNA operational group meet with the AEI practice placement manager to identify suitable practice learning experiences for the students. Practice learning allocations will be undertaken by the practice placement unit to ensure equitable and balanced access to practice learning environments. The programme team, PLPs and students we met confirm they have access to a range of practice

learning experiences across a diverse range of care settings.

When students are in their 'usual' work placement they have protected learning time events which is indicated on the 'duty' rota, this is audited by the PLPs. These events are new experiences that students undertake whilst in their base placement. Protected learning time indicated on the 'duty' rota is time allocated when the student is not counted in the numbers, so they can access teaching sessions and other learning opportunities in the practice learning area. Students tell us they are supported to take protected learning time and the PLPs are committed to ensuring they get this.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

No

R2.1 is not met. Documentary evidence and discussion with a service user at the visit confirms that service users and carers haven't been involved in the development of the proposed programme. There's no evidence of any planned service user and carer involvement in the delivery, ongoing development, student assessment or evaluation of the programme as required in SFNME R1.12, R5.5 and R5.14. (Condition one)

Condition one: The AEI must produce an implementation plan of how they intend to incorporate service users and carers into the development, delivery and evaluation of the programme. (SPNAP R2.1; SFNME R1.12, R5.5, R5.14)

R2.7 is not met. The student facing documentation isn't comprehensive reflecting key information of the programme and doesn't provide details of hours and learning and teaching strategies as required in SFNME R2.9 and R3.2. The module team must update the programme documentation to reflect the new nursing associate programme. (Condition two and University condition) (SPNAP R2.7; SFNME R2.9, R3.2)

Condition two: The AEI must update the documentation to reflect the new nursing associate programme and to be approved by the AEI programme approval group.

(SPNAP R2.7; SFNME R2.9, R3.2 and University condition)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

R2.1 is not met.

Documentary evidence and discussion with a service user at the approval visit confirms that service users and carers have not been involved in the co-production of the programme. There's no evidence of any planned service user and carer involvement in the ongoing development, delivery, student assessment or evaluation of this programme. (Condition one)

Condition one: The AEI must produce an implementation plan of how they intend to incorporate service users and carers into the development, delivery and evaluation of the programme. (SPNAP R2.1; SFNME R1.12, R5.5, R5.14)

R2.7 is not met.

The student facing documentation isn't comprehensive reflecting key information of the programme and doesn't provide details of hours and learning and teaching strategies. (Condition two and University condition)

Condition two: The AEI must update the documentation to reflect the new nursing associate programme and to be approved by the AEI programme approval group. (SPNAP R2.7; SFNME R2.9, R3.2 and University condition)

Date: 4 July 2019

Post Event Review

Identify how the condition is met:

Condition one:

The programme team have provided an implementation plan and associated timeline that details how service users and carers will be involved in the programme which meets the requirements of condition one. A school of health plan to develop new and improved processes for all aspects of service user and carer involvement in nursing programmes now incorporates the nursing associate

programme. The LLC responsible for the nursing associate programme will align their service user and carer plan and processes and jointly develop this work with the school. There's evidence of partnership working and the first meeting of the patient involvement in education/service users and carers group met on 23 July 2019. SPNAP R2.1 is now met

Condition one is now met.

Assurance is provided that SFNME R1.12, R5.5, R5.14 are met.

Evidence:

TNA timetable for block one, 4 July 2019

Email to carers Leeds, 26 July 2019

TNA implementation plan service user and carer involvement, 12 June 2019

TNA LLC service user and carer partnership working, undated

Nursing associate curriculum planning, July 2019

Condition two:

Revised programme documentation reflects the new nursing associate programme including details of learning and teaching strategies and programme hours to meet condition two. A report by the university programme approval group on 30 September 2019 confirms the revised programme documentation meets the university requirement for condition two. SPNAP R2.7 is now met.

Condition two is now met.

Assurance is provided that SFNME R2.9, R3.2 are met.

Evidence:

Cross institute taught student education committee programme approval Group, 30 September 2019

Revised UoL FdSc NA apprenticeship programme handbook 2019-2020, undated

Revised UoL School of healthcare, faculty of medicine and health, practice learning partner handbook 2019-2020, undated

Revised UoL School of healthcare, faculty of medicine and health, practice learning student handbook 2019-2020, undated

UoL undergraduate programme proposal; FdSc nursing associate apprenticeship, undated

Mapping of modules against Standards of proficiency for nursing associates, undated

Module handbooks; LLLC1428, 1429, 1430, 1432, LLLC2278, 2279, 2280, 2281, undated

Date condition(s) met: 1 October 2019

Revised outcome after condition(s) met:

Met

Conditions one and two are now met.

SPNAP R2.1 and R2.7 are now met.

Assurance is provided that SFNME R1.12, R2.9, R3.2, R5.5, R5.14 are now met.

Standard 3 Practice learning

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

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

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

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

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

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

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

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

Met

R3.1 is met. Practice learning opportunities are outlined in the programme documentation. These opportunities will allow students to meet the Standards of proficiency for nursing associates. All practice learning experiences are documented in the NAPAD which sets out the expectations for student's practice learning, the practice learning requirements and assessment criteria. Practice learning is mapped against the Standards of proficiency for nursing associates to ensure safe and effective care to a diverse range of people, across the lifespan and in a variety of care settings.

There's a structured plan for practice learning allocations across the programme. The students will be based as an employee in a particular organisation in a specific setting but will experience working in alternative settings via the 18 weeks of spoke practice learning experiences over the two-year programme. These spoke placements will consist of hospital, close to home and at home placements. Students confirm they have access to a diverse range of people, across the lifespan through all their practice learning allocations.

PLPs tell us that the TNA operational group meet with the practice placement manager to identify suitable placements. Allocation is by the practice placement

unit to ensure equity of practice learning experience for students.

The students and PLPs we met confirm the processes for raising and escalating concerns about care or aspects of the students practice learning experience. They confirmed the support received from the university when concerns were raised. We found there's good communication between the AEI and PLPs regarding fitness to practice (FTP) processes when students are in the role of student or employee. Students are given information on conduct and behaviour at their NHS trust induction. PLPs tell us that concerns raised about student conduct and behaviour is acted on quickly and shared with the AEI and an action plan is developed. Tripartite meetings are held three times a year with the student, practice supervisor and/or assessor and the academic assessor.

There is evidence of how practice supervisors, practice assessors and academic assessors are being trained to undertake their role. The training enables them to develop a clear understanding of their roles and the partnership working required to make evidence-based decisions relating to the assessment and progression of students. The NAPAD and OAR ensure protected learning time and achievement of programme standards is documented and discussion related to these is addressed at the tripartite meetings. If a student isn't meeting these requirements, the practice supervisor and/or practice assessor, academic assessor and student will meet to discuss concerns and to formulate an action plan.

Documentary evidence and the approval process provides assurance that adequate support arrangements are in place for students if they failing to achieve or progress in practice.

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

R3.2 is met. Documentary evidence and findings at the approval visit confirm students will have a variety of practice learning experiences to meet the holistic needs of people of all ages. An example of a student's practice learning allocation across the programme shows how practice learning experiences are co-ordinated to ensure each student can meet the holistic needs of people of all ages. We found planning and allocation of practice learning experiences is done by the practice learning unit and PLPs. Students we met confirm they have access to other care settings through spoke placements so they are able to complete a variety of practice learning experiences where they can care for the holistic needs of people of all ages.

The NAPAD records where students, practice supervisors and practice assessors identify learning opportunities including interprofessional learning opportunities.

Although interprofessional learning opportunities are available in practice environments when students are working with other health professionals, students tell us these opportunities are limited. The programme team and PLPs are recommended to strengthen the opportunities for students to gain exposure to interprofessional learning and working to enhance the student experience. (Recommendation two) (SFNME R1.13)

The OAR enables students to record their learning experiences, reflect on and evaluate them. Student progress and achievement is communicated through the OAR. If a student isn't achieving, the programme team and PLPs told us they receive feedback about this immediately. If students are progressing and achieving feedback is communicated through the OAR.

The university has processes in place to assess, monitor and evaluate practice experiences which include educational audit and student evaluations of their practice experiences. A link lecturer is allocated to each practice learning environment and, they undertake bi-annual audits and review the student's evaluations. The programme manager and Practice placement group (PPQG) meet once a semester to review educational audits and ensure any action plans are completed. The programme leader meets with PLPs on a monthly basis at the nursing associate organisational group where issues concerned with practice learning experiences are discussed. The nominated person for the placement learning area (education lead, practice learning facilitator (PLF) or ward manager) holds responsibility for following up placement learning issues.

Students evaluate their practice allocations using the practice placements quality assurance (PPQA) system, a regional online application. PPQA monitors placement information and allows students to comment on their practice experiences. Students confirm they evaluate their practice experiences and told us if they have any concerns, they speak to the programme manager. Tripartite meetings are held three times a year with the student, practice supervisor/assessor and the academic assessor.

The AEI, PLPs and students confirmed there's support provided to students in practice learning environments through the clinical tutors, practice supervisors, practice assessors, academic assessors and link lecturers. Clinical tutors were employed as part of the HEE nursing associate apprenticeship programme pilot. Their role was to support PLPs with understanding the role of NAs and offering additional support in practice for the nursing associate and mentors. UoL will continue to employ clinical tutors to support students and practice supervisors/assessors.

We found the PLPs inform the AEI of any pending adverse CQC reports. Working in partnership risks are assessed, and an action plan developed to mitigate the risks. Leeds and York Partnership NHS Foundation Trust and York Teaching Hospital NHS Foundation Trust were rated overall as requires improvement following CQC quality inspections. We found collaborative action plans are in place

to address any potential risks to practice learning and student safety. The action plans are monitored by the AEI and the two PLPs.

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

Met

R3.3 is met. We found documentary evidence of simulation-based learning opportunities in the programme. Students undertake simulation related to medicines management and complex communication with simulated patients in the clinical skills laboratory which relates to annex A of the Standards of proficiency for nursing associates. Technology enhanced and simulation-based learning activities are proportionate and from the evidence reviewed, are effective. The teaching and assessment of medicines management is done using the online resource Sn@p numeracy. Informal feedback and formative assessment utilises multiplatform online resources including padlet, minerva and mentimeter. At the approval visit students and the programme team confirmed the simulation-based learning opportunities and the use of digital resources to support learning and assessment. Currently service users are not involved in simulation.

The programme team tell us there is a virtual learning environment (VLE) that students have access to where they can review the module outlines, timetables and additional resources related to the modules on the programme. Students submit their summative assignments via turnitin on the VLE.

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

Met

R3.4 is met. There are processes in place that take account of student's individual needs and personal circumstances. Assessments for specific learning disabilities are completed on commencement of the programme, with a referral for formal assessment if required. Reasonable adjustments are provided for when required. Students are encouraged to share this information with PLPs on their 'base' practice learning environment and when accessing spoke practice learning experiences outside their own organisation.

At the initial meeting of the student and practice supervisor/practice assessor the student can record information in the NAPAD relating to reasonable adjustments. PLPs confirm they liaise with the programme team when reasonable adjustments are required. They told us that meeting individual students needs is an established part of the induction process in relation to how students will be supported in the practice learning environment.

Students tell us they feel supported by both UoL and PLPs.

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

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

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

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

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

Met

R3.5 is met. The programme adopts a work-based learning approach. Documentary evidence details how the protected learning time in the programme hours are allocated for students following option B. The students complete six modules of study of 100 hours each (600 hours) which equates to 20 percent academic study. 18 weeks of spoke practice learning experiences (675 hours) which are external practice experiences away from the student's work-base area, over the two years is protected learning time, equating to 20 percent of the programme time. Students will be supernumerary during their spoke placements as per option A. PLPs tell us that processes are in place to manage protected learning time, and students confirm the PLPs are committed to ensuring students have this time for learning.

Completing protected learning time will be monitored through tripartite meetings between the student, the practice supervisor/assessor and academic assessor and recorded in the OAR. PLPs tell us they have processes in place to ensure students meet the required hours and if a student is unable to meet these hours they create an action plan that is shared with the programme team. Monitoring programme hours is through a range of mechanisms for example, verification of hours in the NAPAD and recording of protected learning time in the OAR. Verification of hours is undertaken by the practice assessor, academic assessor and practice placement unit.

Documentary evidence shows how the work-based learning model will be implemented. There's a tripartite arrangement between the student, AEI and PLP, in place to demonstrate commitment to successful completion of the programme. The employer PLP as part of this agreement commits to facilitating the release of the student from the workplace for protected learning time hours. The programme

team and PLPs have agreed common activities for protected learning time which include learning new skills and work-based study days. These hours are recorded in the NAPAD.

Students we met reported positive experiences related to receiving protected learning time. They told us they discuss their learning needs with their practice supervisor and other members of the clinical team. The students protected time is allocated on the 'duty rota' for them to ensure they meet the required hours. Allocating it on the 'duty rota' ensures other members of the clinical team know when the student is having protected learning time.

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

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 7 June 2019

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met: *N/A*

Revised outcome after condition(s) met: N/A

Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. We found documentary evidence and findings from the approval process demonstrate how support, supervision, learning and assessment complies with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes.

The NAPAD outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. Role specifications have been developed articulating responsibility for the practice supervisor, practice assessor and academic assessor. There's a detailed process of how assessment in practice will be undertaken with three tripartite meetings per year being held to discuss students' progress.

PLPs and the programme team confirm they are delivering updates to current mentors to inform practice learning staff about the new SSSA requirements underpinning practice learning and assessment. Mandatory training is offered for staff who will be practice supervisors and practice assessors for the new programme and preparation is in place for academic staff undertaking the academic assessor role.

Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME. There are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the programme and support students in learning and assessment. Equality and diversity training is undertaken by all staff involved in delivering the programme.

Educational audits undertaken in partnership between the AEI and PLPs ensure practice learning environments are approved against objective criteria including sufficient and appropriately qualified and prepared practice supervisors and assessors.

Students confirmed they are aware of the process to raise any concerns or

complaints. They also told us that they are listened to and staff have acted on their feedback and evaluations as appropriate.

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

Met

R4.2 is met. The school and PLPs have begun to implement a plan for the transition of current mentors to become practice supervisors and practice assessors, through the collaborative delivery of mentor updates. The NAPAD includes information on the roles of practice supervisors/assessors and academic assessors and provides guidance on the assessment process. The NAPAD contains action plans where students can identify and develop their learning needs. There's a robust process in place for the practice supervisor, practice assessor and academic assessor to work together through tripartite meetings to be held three times a year.

Two members of staff have currently been identified as academic assessors for the students. Clear guidance for the role is available and training for academic assessors is undertaken by the AEI. Supported time to undertake the role is part of the academic work load model and ongoing development is discussed as part of the staff appraisal process. The academic assessor must be a registered nurse and an experienced academic who has a clear understanding of the programme, SSSA and assessment processes. The AEI will ensure that the academic assessor who assesses the student for part one of the programme and recommends progression, is different to the academic assessor for part two. This will be monitored via the AEI practice placement unit and via the NAPAD and OAR.

The AEI and PLPs confirm they are working together to identify and prepare new practice supervisors, practice assessors and academic assessors for the future who have no previous experience of supervising and assessing students. Practice supervisors will be registered nurses, registered nursing associates and registered health professionals and will be required to undertake mandatory training for the role delivered in partnership by the PLPs and AEI.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. There are a range of formative and summative assessments in the programme which are detailed in the module outlines. These assessments provide formative and summative feedback to aid the student's development and provide details of the student's progress and achievement. Assessments are varied and include lab-based assessment, online examination and presentations. Throughout the programme students have opportunities to undertake formative assessments to prepare them for summative assessments. Detailed information related to the assessments are included in the Code of practice life long learning centre (CoPALL) document. Mapping of assessment to module and programme learning outcomes is explicit in the programme proposal.

Service users, peers and other professionals the students engages with in the practice learning setting can give them feedback through the NAPAD to aid their development. Service users are not currently involved in giving formative feedback in theory and simulation-based sessions nor in the assessment of students. Tripartite meetings which are held three times a year between the student, practice supervisor and/or practice assessor and the academic assessor provide formative and summative feedback to the student on their progress, achievements and development needs.

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

Met

R4.5 is met. Documentary evidence shows the Standards of proficiency for nursing associates are mapped against the programme and module learning outcomes and are also mapped in the NAPAD.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy

assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.

Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 June 2019

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met: N/A

Revised outcome after condition(s) met: N/A

Standard 5 Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

N/A

There's no fallback award conferring eligibility to register as a nursing associate 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

Outcome

Is the standard met?

Met

Date: 7 June 2019

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met: *N/A*

Revised outcome after condition(s) met: *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation: Updated 1 October 2019	

TNA timetable for block one, 4 July 2019
 Email to carers Leeds, 26 July 2019
 TNA implementation plan service user and carer involvement, 12 June 2019
 TNA LLC service user and carer partnership working, undated
 Nursing associate curriculum planning, July 2019
 Cross institute taught student education committee programme approval Group, 30 September 2019
 Revised UoL FdSc NA apprenticeship programme handbook 2019-2020, undated
 Revised UoL School of healthcare, faculty of medicine and health, practice learning partner handbook 2019-2020, undated
 Revised UoL School of healthcare, faculty of medicine and health, practice learning student handbook 2019-2020, undated
 UoL undergraduate programme proposal; FdSc nursing associate apprenticeship, undated
 Mapping of modules against Standards of proficiency for nursing associates, undated
 Module handbooks; LLLC1428, 1429, 1430, 1432, LLLC2278, 2279, 2280, 2281, undated
 Response to conditions service user carer involvement in recruitment and selection, 25 August 2019
 TNA Leeds and York Partnership Foundation Trust service user involvement, undated.
 Patient, carer community group working together plans, August 2019
 TNA LLC service user and carer partnership working, undated

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

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two x registered nursing associates HEE programme One x September 2018 pre-registration nursing associate HEE programme year one One x October 2018 pre-registration nursing associate HEE programme year one Two x 2019 pre-registration nursing associate HEE programme year one.	
Service users and carers	Yes

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

Additional comments:

One senior manager from associate PLPs was unable to attend the approval visit and participated via a telephone call.

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Leeds and York Partnership NHS Foundation Trust, 27 April 2018 York Teaching Hospital NHS Foundation Trust, 28 February 2018	
If you stated no to any of the above, please provide the reason and mitigation This programme approval didn't require visits to practice areas or facilities	
Additional comments:	

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	Rachel Game	Date	8 July 2019
	Adrian Mason		
Checked by	Bernadette Wallis	Date	17 October 2019
Submitted by	Lucy Percival	Date	25 October 2019
Approved by	Leeann Greer	Date	25 October 2019

