

Programme approval visit report

Section one

Programme provider name:	De Montfort University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	LOROS Leicestershire Partnership NHS Trust University Hospitals of Leicester NHS Trust Nuffield Health The Hall (Rushcliffe Care)
Programme(s) reviewed:	
<p>Programme: Nursing associate apprenticeship Title of programme: Foundation Degree in Science: Nursing Associates Programme start date: 20 December 2019</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
Date of approval	17 September 2019
QA visitor(s):	Registrant Visitor: Charmagne Barnes Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings

De Montfort University (DMU), Leicester school of nursing and midwifery presented a two-year full time foundation degree science (FdSc) nursing associate programme (apprenticeship route) for approval in collaboration with University Hospitals Leicester NHS Trust (UHL), school of nursing associates. The proposed programme is against the Standards for pre-registration nursing associate programmes (SPNAP) and the Standards of proficiency for nursing associates (NMC, 2018). The programme will be delivered across the geographical area of Leicester, Leicestershire and Rutland (LLR).

DMU and UHL's effective partnership led to the development of the FdSc nursing associate programme from the Health Education England (HEE) curriculum. DMU is the awarding body for the FdSc nursing associate programme and as the approved education institution (AEI) is responsible for the oversight and quality assurance of the programme and assurance to the NMC that their standards are met. UHL is a recognised training provider for nursing associate apprenticeships.

DMU has robust partnership arrangements in place with UHL at a strategic and operational level to provide assurance that all NMC standards are met and will continue to be met through the ongoing quality of the delivery of the programme in theory and practice learning.

The programme has been developed with five practice learning partners (PLPs): three from the independent sector; LOROS Leicester and Rutland Hospice, Nuffield Health and The Hall (Rushcliffe Care) and two from the NHS: Leicestershire Partnership NHS Trust (LPT) and UHL. Documentary evidence and the approval process confirms evidence of effective partnership working between the DMU and UHL, PLPs and key stakeholders, including service users and students.

DMU and UHL have fully engaged with the national development group for the England nursing associate practice assessment document (NAPAD). They are members of the Midlands, Yorkshire north east and east practice learning group involved in the development and regional implementation of the ongoing achievement record (OAR).

Visits to practice learning environments were undertaken as part of the approval process including UHL and LPT where students will experience a range of placement experiences across the lifespan in addition to hospice care, GP practices and community settings within Leicester and Rutland clinical commissioning groups (CCGs).

The Standards framework for nursing and midwifery education (SFNME) is met at

programme level. The visit to practice placements and evidence presented at the approval visit identifies that arrangements at programme level do not meet the Standards for student supervision and assessment (SSSA) at programme level.

The programme is recommended to the NMC for approval subject to one condition. There is one university condition. There is one NMC recommendation.

Updated 28 October 2019

Evidence is provided that condition one is now met. The university condition is also met.

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>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition one: DMU in partnership with PLPs must provide a detailed implementation plan, to include timelines, to show preparation of practice supervisors and practice assessors for their roles, prior to the commencement of the programme, to ensure a consistent approach across all PLPs. (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: The programme team must update and make corrections to student facing documents as</p>

	identified at the approval visit. (University condition)
Date condition(s) to be met:	18 October 2019
Recommendations to enhance the programme delivery:	Recommendation one: DMU and associated collaborative PLPs to consider monitoring the implementation of the SSSA to ensure a consistent approach across all nursing associate practice learning environments. (SPNAP R4.2)
Focused areas for future monitoring:	Protected learning time in base placements Simulated learning facilities to meet the demand for the nursing associate programme Implementation of, and consistency in the approach to the SSSA

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The university in partnership with associated practice learning providers has provided documentary evidence to meet condition one.</p> <p>A detailed implementation plan has been provided to show preparation of practice supervisors and practice assessors for their role. The plan includes timelines for completion of the preparation prior to the proposed programme start date.</p> <p>Condition one is now met. The SSSA R5.1, R5.2, R8.1, R8.4 and the SPNAP R4.2 are now met.</p>	
AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	One typographical error corrected.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	28 October 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing associate programmes (NMC, 2018)</i></u></p> <p><u><i>Standards of proficiency for nursing associates (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p>

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

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

Standard 3: Student empowerment:

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

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

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and discussions during the approval process show effective partnership working between DMU and associated PLPs across the geographical areas of Leicester, Leicestershire and Rutland. Partnership working includes involvement in the design and development of the FdSc nursing associate programme apprenticeship route.

Key stakeholders including associated PLPs, students and service users have contributed to development of the proposed programme. The all England NAPAD is evidence of a national partnership. The OAR has been co-produced in partnership with the Midlands, Yorkshire, East practice learning group and will be locally implemented.

The Leicester school of nursing and midwifery at DMU, has signed placement agreements with each PLP committing DMU and PLPs to ensuring effective learning and assessment within a safe environment for the nursing associate students. Senior representatives of PLPs present at the approval event confirm their commitment. This was also confirmed by PLPs in the practice placements visited as part of the approval process.

PLPs confirm they are fully aware of their responsibilities and the requirement for protected learning time for students on the nursing associate programme. Students will be supernumerary in their external placements. This was confirmed by practice staff during visits to practice learning environments.

Documentary evidence and discussion at the approval event with senior employers and PLPs confirm there are systems and processes to develop and support practice supervisors, practice assessors and academic assessors to ensure coordination of learning and effective supervision and assessment of learning in practice.

The programme team and senior representatives from the AEI confirm that resources are in place to ensure sufficient numbers of academic assessors for the proposed programme. Meetings with the programme team and PLPs identified partnership working in the development of training materials and implementation of the SSSA (NMC, 2018).

Oversight of practice supervisors and practice assessors will be a joint responsibility of DMU and UHL. The collaboration will continue through the monthly programme management team who will monitor programme delivery, good practice and resolve issues that may arise. There are established and good lines of communication between DMU and the PLPs. This includes through clinical placement facilitators (CPFs), practice educators, link tutors from DMU and UHL centre for clinical practice. Practice educators tell us they have been supported and guided by DMU staff to allow them to understand processes within the university and academic regulation.

During the practice placement visits we found that practice staff in some placement areas were not always able to articulate a consistent model of supervision of students as required by the SSSA. We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one) (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

There is evidence of a service user strategy and processes and resources to engage service users and carers in the co-production of the proposed programme including programme development and delivery, recruitment and selection of students and assessment and feedback on students' performance in the NAPAD. Service users and carers we met at the approval event told us about their involvement in the programme. They feel valued and prepared for their role. They get feedback on their contribution and are supported to prepare for the activities they undertake.

We found service users and carers receive robust equality, diversity and inclusivity training prior to involvement in recruitment and selection of candidates. They also complete safeguarding training prior to being involved in programme delivery. Documentary evidence and meetings with current nursing associate students and recently qualified nursing associates have been consulted on the development of the proposed programme.

Students told us they attend open days, bridging the gap sessions and induction weeks to talk to prospective candidates. They confirm processes are in place to give feedback on theory and practice learning, comprising the learner voice group (LVG) committee which includes the programme leader and co-programme leader, module leaders and a representative from the library services. Students confirm they complete module and practice learning evaluations which feed into the programme management team, which forms part of the quality assurance mechanisms for DMU.

Meetings with current nursing associate students on the HEE programme and

recently qualified nursing associates, confirm their positive engagement with DMU and UHL. Students are enthusiastic about their programme and feel well supported in theory and practice learning. They confirm they have opportunities to meet their proficiencies and are given time to do so. The recently qualified nursing associates feel prepared for the role.

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

Met

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

Not Met

We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one) (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

If not met, state reason

We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one)

Condition one: DMU in partnership with PLPs must provide a detailed implementation plan, to include timelines, to show preparation of practice supervisors and practice assessors for their roles, prior to the commencement of the programme, to ensure a consistent approach across all PLPs. (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

Post Event Review

Identify how the condition is met:

Condition one: DMU in partnership with associated PLPs has provided a detailed implementation plan to show preparation of practice supervisors and practice assessors for their role. The plan includes activity already undertaken and timelines for completion of preparation activities for a December 2019 programme start. Activities are appropriate and adequate. Preparation includes a variety of strategies to ensure that practitioners across all associated PLPs are adequately prepared for the SSSA in relation to the nursing associate programme. Preparation activities include: face-face workshops; a poster as a visual outlining the key roles of practice assessor, practice supervisor, academic assessor and the student in relation to the SSSA and Standards of proficiency for nursing associates. There is 'tea trolley teaching' which answers frequently asked questions, and a pocket guide resource. A practice supervisor and practice assessor register has been compiled which will be maintained locally. A register of academic assessors is held by the programme lead and co-programme lead. All actions will be overseen by the programme lead and co-programme lead and reported through the programme management group. Condition one is now met.

Evidence:

DMU response to conditions, 3 October 2019, updated 23 October 2019

Action plan to ensure the consistency of preparation of practice placement staff in relation to the SSSA (NMC, 2018), 23 October 2019

Information sheet supporting learners in practice: Roles and responsibilities for student supervision and assessment (NMC 2018), 23 October 2019

Core mentor update 2019: LLR supporting practice learning in light of the new NMC standards, 2018, 23 October 2019

Date condition(s) met: 28 October 2019

Revised outcome after condition(s) met:

Met

Condition one is now met.

The SSSA R5.1, R5.2, R8.1, R8.4 and the SPNAP R4.2 are now met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

meet programme outcomes

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. DMU has an established recognition of prior learning (RPL) process detailed in the programme information and programme validation document. An RPL mapping document has been updated to clarify how applicants can apply for RPL. Documentary evidence and discussion at the approval visit confirms that DMU academic regulations supports RPL.

RPL for this programme will map the FdSc nursing associate module outcomes, up to a maximum of 50 percent. Students who have completed document one of the England nursing associate PAD in another AEI, can submit an accreditation of prior experiential learning (APEL) claim to demonstrate how they meet the practice learning module outcomes.

DMU academic regulations also allow for NMC registered nurses without restrictions on their practice, to submit an APEL claim to demonstrate they meet the module outcomes for the programme which may be more than 50 percent of the programme.

RPL claims are scrutinised by an external examiner and a university panel prior to formal ratified by an assessment board before the student commences the programme.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (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. Documentary evidence and discussion at the approval visit shows a clear strategy for the assessment and development of numeracy, literacy, digital and technological literacy which are mapped within the proposed programme.

The application to the programme is online. Candidates must enter the programme with achievement of level two functional skills in English and maths (or equivalent) and demonstrate proficiency in English language which is tested at interview. The programme team told us that prior to the commencement of the programme all students are required to complete an initial assessment of literacy and numeracy supported through a partnership between UHL and Leicester College. The results of this diagnostic assessment are used to focus support during the induction period and throughout the programme.

The programme team confirm that students can access study support from the library team at UHL and DMU, the personal tutor, course leader, and learning support advisors. Induction weeks allow all students to develop knowledge and skills in using technology including simulation and training platforms. Students confirm that assistance is provided to them when additional support for digital literacy and technology is requested. They told us they had all had an induction to information technology at the start of the programme and ongoing support is available for them.

The proposed programme explicitly develops academic literacy and study skills in each year of the programme. The programme team and students confirmed this at the approval visit. Formative and summative assessments support the development of literacy, numeracy, digital literacy and use of technology through the programme.

The England Nursing Associate PAD and OAR are linked to competency outcomes in numeracy, literacy, digital and technological literacy in order to meet the programme outcomes and the Standards of proficiency for nursing associates. There is clear mapping of the programme outcomes to the NMC Standards of proficiency for nursing associates, which identifies where indicative content and outcomes will be achieved.

Numeracy is developed through the programme and applied to practice learning in both years of the programme, with the need to achieve 100 percent in drug calculations in year two of the programme. The PAD assesses medicines management which is also recorded in the OAR.

Students give examples of use of digital technology for creating presentations and posters, and Turnitin for submission of assessments and receiving feedback. on these. E-learning supplements other types of learning, for example moving and handling.

The virtual learning environment (VLE) Blackboard is used to guide independent study and students are given support during the programme induction and throughout the programme to access and use this resource. All teaching material is uploaded to the VLE at least one week prior to a teaching session. Students' confirm its effective use.

Proposed transfer of current students to the programme under review

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

Met

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

Students on the existing nursing associate programme will not transfer to the proposed programme. However, they will transfer to the SSSA standards from January 2020. PLPs are making preparation for this and are confident the SSSA will be implemented from January 2020.

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

Yes

Outcome

Is the standard met?

Met

Date: 18 September 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. The programme is based on the SPNAP (NMC, 2018) and is mapped to nursing associate apprenticeship standards (Institute for apprentices and technical education (IfATE), 2019). Programme documentation details module delivery across the programme which supports both theoretical and practice learning.

Evidence provided via the placement planner for the two-year programme, shows how the student will have a breadth of experiences in non-field specific areas

across the life span and in a variety of settings. The module descriptors provide detail of content confirming theory and practice components across the lifespan.

Students we met in both, practice learning areas and at the approval visit told us they feel adequately prepared to relate theory to practice and are able to gain the required knowledge and skills to achieve the required proficiencies.

The programme team confirm that practice learning areas are chosen to ensure that all students experience a range of environments. The students will have three external placements of five weeks in each year of the programme. There is a dedicated placement lead at UHL who oversees placement arrangements with associated PLPs for students on this programme.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There is evidence that:

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

Met

R2.6 is met. The proposed programme is two years leading to eligibility for NMC registration for successful students. An additional three months will then enable achievement of the apprenticeship requirements, making the programme 27 months in length.

Documentary evidence and discussion with the programme team confirms the required hours for both theory and practice learning meet NMC requirements. The programme is no less than 2300 hours in total, with an equal split in theory and practice and 120 credits each year which are sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates.

Students will have theoretical learning for one day per week through the programme and protected learning for four days each week in year one in practice,

and four days in each week of practice learning in year two of the programme. This is in their base placement.

Students will be supernumerary during external placements in each year of the programme. All students are allocated 15 weeks of external placements each year to meet NMC requirements within a different practice learning area. There are three external placements of five weeks each, in each year of the programme.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Met

R2.7 is met. The programme structure demonstrates an equal balance of theory and practice, which is not less than 2300 hours. The module descriptors detail the learning in theory and how this is managed. Practice learning is 30 hours per week with one day per week in the university and is demonstrated in the programme planner and placement planner for the student.

There are opportunities for nursing associate students to work with and learn from a range of health and social care professionals within practice learning. Students on the HEE programme confirm this and the programme team tell us this will be the case in the proposed programme.

The programme is delivered through a range of learning and teaching strategies including simulated learning environments, patient led experiences, interactive technology, lectures, discussion, directed and independent study and practice based learning in a variety of health and social care settings. Electronic versions of all handbooks are available through Blackboard, the VLE.

Students participate in listening workshops with a range of service users which give them the opportunity to discuss issues relating to person centred care. Service users tell us about positive feedback from students who learn through the service user experiences.

Documentary evidence and confirmation by the programme team confirms the Standards of proficiency for nursing associates and the skills and procedures in

annexe A and B are incorporated in the modules, learning and teaching strategies and assessed in the NA PAD. If there is a particular skill that cannot be achieved in practice due to lack of opportunity, it will be delivered and assessed via simulated learning. This would be an exception.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 18 September 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

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

Met

R3.1 is met. The placement planner and discussion with the programme team at the approval visit confirm that students will be exposed to a range of practice learning experiences and to a diverse range of people across the lifespan and in a variety of settings. PLPs confirm that they identify practice learning opportunities for students to achieve their proficiencies. They use hub and spoke placements as necessary, to deliver practice learning experiences to ensure that students have exposure to the range of practice learning opportunities. PLPs confirm there is sufficient capacity to meet the practice learning requirements for students on the proposed programme. Students told us they are allocated to a variety of practice learning environments with exposure to a diverse range of people across the lifespan through their base and external placements.

Some students told us that there are limited opportunities to experience people with learning disabilities nursing. The programme team provide assurance that this exposure will be managed through a hub and spoke model in the proposed programme.

Discussion with the practice supervisors and practice assessors provides assurance that they understand their role in evaluating the ability of the student to deliver safe and effective care and how they communicate and support students to achieve this. Students record their practice learning opportunities in the practice learning log which will be completed and submitted alongside the OAR.

Academic assessors and practice assessors will collaboratively evaluate students conduct, achievement and proficiency. They will follow disciplinary and fitness to practise policies relevant to the employer and DMU. Each policy requires communication between DMU and the UHL as the employer so that any issues relating to conduct and fitness to practise are managed collaboratively to ensure students provide safe and effective care.

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. The practice learning placement model demonstrates that students will experience a variety of practice learning experiences in different settings enabling them to meet the holistic needs of people of all ages. Insight weeks are planned to ensure that all students have the opportunity to engage with a range of service users.

All practice learning environments have a biennial educational audit to ensure that learning opportunities are varied, and appropriate support is available. Any actions required from educational audits ensure effective practice learning experiences and enhancements, if required.

Formal evaluation of practice learning placements takes place three times per year. The learner voice group also facilitates discussion around placement issues. Students are employees within their organisations and so are also aware of how to escalate concerns through organisational routes. Students told us about evaluation processes and how they would raise a cause for concern with practice learning and academic staff and the escalation process, if needed.

There is a clear process for assessment of practice learning. Practice learning is assessed as a tripartite arrangement which is outlined in the NAPAD and was confirmed by PLPs and the programme team.

Practice learning and proficiencies are assessed by the practice assessor through the NAPAD and OAR. Students told us of their use and understanding of the PAD to demonstrate their learning and achievement of skills. The NAPADs are reviewed by a moderation process which involves academic staff, PLPs and the external examiner prior to presentation at the assessment board.

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

Met

R3.3 is met. There is effective and proportionate use of technology enhanced and simulation-based learning opportunities used to support learning and assessment in the programme. The VLE Blackboard is used to provide resources and support material to all students. All presentations are uploaded to Blackboard prior to delivery to allow students to adapt the resources to meet their learning needs.

Students can also record tutorials and lectures. Both summative and formative assessments are provided in a range of formats to further meet individual needs.

Students use Turnitin to submit assessments and receive feedback.

DMU campus and UHL school of nursing associates have dedicated areas for simulation-based activities. The simulation suite is being further developed to reflect the home environment to better support exposure to learning disabilities and mental health learning and development of skills.

During the approval visit a 3D visualisation showed how planned development over the next few months will provide additional teaching space, quiet areas and additional space for simulated practice to ensure that the increased number of students can be accommodated.

Students told us that they can easily book in for simulation sessions and practise alongside peers and colleagues from other fields of nursing.

A range of mannequins enable sessions to include essential nursing care and high fidelity mannequins to enable acute care simulations for adult and child scenarios. Simulation is used as part of timetabled delivery of theoretical learning to support the application of theory to practice learning. Scenarios are used to enable students to provide care in situations they might not experience in practice, such as the care of a deteriorating child. Students also work through simulated scenarios with other professional groups to support inter-professional working, team work and an understanding of different roles.

The facilities at the UHL centre for clinical practice were inspected and approved by the DMU partnerships manager and through educational partnership and validation events. Through a service level agreement, high fidelity simulation facilities are available at the Leicester Royal Infirmary and low fidelity at Leicester General Hospital.

We are assured there are effective technology enhancements and simulation-based learning opportunities available to support learning and assessment in the programme.

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. We found that DMU has appropriate and adequate policies, facilities and support services to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. The school makes students aware of these and gives them electronic information of these services at induction and in the programme handbook.

Students confirm they can access support services and know whom to go to according to their needs. In addition to the allocation of the practice supervisor,

practice assessor and academic assessor students are assigned a personal tutor for the duration of the programme who provides pastoral support and signposts students to available learning and wellbeing resources.

DMU and associated PLPs recognise students have different learning styles and provide a range of adaptations to meet the learning needs of all students. The programme team and PLPs confirm they take a collaborative approach to making reasonable adjustments.

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. Documentary analysis and discussion with the programme team and PLPs/employers confirms nursing associate students have protected learning time (PLT). UHL uses option B and is responsible for allocating students to a range of practice learning environments.

Students we met on the placement visit and at the approval event confirm they are treated as supernumerary for the entire duration of the 15 weeks of external placements. Whilst within their base area there is dedicated PLT to ensure that students are able to access wider learning opportunities. For students working as part time employees (but still meeting the apprenticeship requirements of 30 hours per week) this equates to 12.5 hours and for full-time employees (37.5 hours per week) seven and a half hours.

PLT is closely monitored by the academic assessor in collaboration with the personal tutor and programme leaders.

When PLT is missed the programme team will support the student to negotiate the additional hours to make up the time. This will be monitored by the academic assessor in collaboration with the personal tutor and programme leaders.

There is some inconsistency in the application of PLT and supernumerary status,

however we are assured that students can and will access PLT in base placements, In addition, students at the approval event confirm they experience a range of experiences allowing them to develop skills and confidence to practice in this generic role.

The programme demonstrates that students will be released for more than the minimum of 20 percent of programme time for academic study. This is one day per week of theory for 52 weeks of the year. Theory days are for each week of the year and are accommodated alongside national holidays and annual leave. PLPs confirmed their understanding of, and their agreement with this.

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: *18 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 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. Documentary evidence and discussions at the approval visit confirm the specific arrangements and processes in place relating to the proposal for UHL to deliver the FdSc nursing associate programme in partnership with DMU, as the AEI.

DMU has robust partnership arrangements in place with UHL at a strategic and operational level to provide assurance that all NMC standards are met and will continue to be met through the ongoing quality of the delivery of the programme in theory and practice learning.

DMU and UHL work collaboratively with PLPs to develop and support the programme. Partnership working is evident and works through the monthly programme management board. Senior employers and senior managers present at the approval visit provide assurance of their support for the operational governance of the proposed programme. PLPs assured us of their active participation in these forums.

Workplace supervision is managed as part of the programme to meet the SSSA. Supervision in practice learning placement is to be managed through practice supervisors, practice assessors and the academic assessor.

The apprenticeship standard delivered by UHL is mapped into programme and module outcomes. The curriculum development group supports programme development and provides additional guidance and support to the programme and module leaders ensuring the individual modules and work-based learning portfolio meet the requirements of the NMC (2018) and the Institute of Apprenticeships (2019) Standards.

The AEI has signed placement agreements with each PLP identifying responsibilities for educational audits of the practice learning environment. The AEI use a regional audit tool. We met with practice educators and clinical placement facilitators who are employed specifically to support students who will be on the SSSA. Most practice supervisors and practice assessors that we met on practice visits and at the event, confirm that they are on a rolling programme of preparation and training and are confident that they are able to support, develop and assess the nursing associate student using the PAD and OAR.

The student link nurse and practice educators ensure the allocation of practice supervisors and practice assessors to the nursing associate student. PLPs confirm there is close working with the University in preparation and emphasised the role

of the link tutor and personal tutor through whom they channel communications. They understand what PLT means and provided assurance for this and the supernumerary status of the students on this programme.

Senior managers at DMU and the PLPs confirm they have the resources to support the ongoing development and requirements for academic assessors, practice supervisors and practice assessors.

DMU have overall responsibility for practice assessment which is presented at the assessment board at the AEI and is subject to review by the external examiner appointed to the programme.

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)

Not Met

R4.2 is not met. There is a strategic plan shared at an operational level with DMU, UHL and its associated PLPs/employers. Most staff we met on placement visits and at the approval panel event have understanding of the new roles to meet the SSSA. Preparation training sessions are timetabled for all roles who will support the SSSA.

Practice learning teams told us they are taking preparation material presentations to all clinical areas and online preparation and e-learning is also available. PLPs told us of UHL training for practice supervisors and how the clinical skills of practitioners are regularly checked to ensure that supervisors and assessors are current and able to offer appropriate support, supervision and assessment of students.

We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one) (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

During all practice learning experiences students will be allocated an appropriately qualified practice supervisor and practice assessor. PLPs confirm that UHL maintains a central database of practice supervisors and assessors. The programme lead maintains the academic assessor register which records all staff who meets the academic assessor criteria for the proposed programme.

We found UHL and DMU work closely to develop the required academic skills and

awareness of university regulations to ensure the UHL programme team can provide the necessary robust academic support, assessment and quality assurance of processes. This is closely monitored by DMU who have governance and quality assurance systems and processes in place to ensure compliance with NMC standards/requirements for the effective provision and delivery of the proposed programme by UHL school of nursing associates programme team.

Students will have a different academic assessor allocated for each consecutive year of the programme who will meet with them prior to their first placement. Academic assessor's details are shared with practice assessors and practice supervisors.

The practice assessor and practice supervisor will inform the academic assessor of any difficulties regarding individual students and to discuss students' progress. Students will liaise with the academic assessor if they have any issues with their practice learning and the academic assessor will contact or visit the placement setting to resolve any issues.

The PAD and OAR are submitted to the academic assessor for quality checks after each practice learning placement.

DMU and associated collaborative PLPs are to consider monitoring the implementation of the SSSA to ensure a consistent approach across all nursing associate practice learning environments. (Recommendation one)

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. A range of assessment types are planned to include: essays, case studies, exams, reports, reflective accounts and presentations. Assessments have formative and summative feedback and there are professional discussions and feedback linked to the NAPAD.

Students confirm they have both formative and summative assessment. They are very positive about the support and feedback they receive and confirm they access module feedback via Turnitin.

A 'feed forward' approach is taken for assessments to allow students to have a clear understanding of the academic expectations of the assessment and to help development of writing, analytical skills and application of theory to practice. There are group sessions to explore common mistakes and corrections and to develop peer learning. Self-assessment templates allow students to reflect and objectively consider their work against marking criteria.

The NAPAD provides detail of the practice learning assessment. This encompasses both, formative and summative assessment. PLPs demonstrate clear understanding of the practice assessment process and their role in providing feedback to students. They understand when to include the academic assessor in this feedback process to the student.

Students told us how feedback from service users and carers through listening workshops is very valuable and is used to improve their practice.

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. The NAPAD and mapping documents identify the module learning outcomes mapped to the Standards of proficiency for nursing associates (NMC, 2018). Documentary evidence and discussions during the approval process confirm that students are allocated to practice learning placements to enable them to achieve the programme outcomes and Standards of proficiency for nursing associates. The programme team gave assurance that this enables the student to be fit for practice at the end of the two-year programme.

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

No

The practice placement visits show that practice staff in some placement areas are not always able to articulate a consistent model of supervision of students as required by the SSSA (NMC, 2018).

We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one) (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

Outcome

Is the standard met?

Not Met

We found a lack of preparation for the role for practice supervisor and assessor in one of the placements visited. This was confirmed by the student we met in the related practice area who described remote and ad hoc supervision. This was

discussed with the programme team who agreed that for this type of placement this could be the case. We concluded that there is an inconsistent approach to practice supervision and assessment. (Condition one) (SSSA R5.1, R5.2, R8.1, R8.4; SPNAP R4.2)

Date: 18 September 2019

Post Event Review

Identify how the condition is met:

Condition one: DMU in partnership with associated PLPs has provided a detailed implementation plan to show preparation of practice supervisors and practice assessors for their role. The plan includes activity already undertaken and timelines for completion of preparation activities for a December 2020 programme start. Activities are appropriate and adequate. Preparation includes a variety of strategies to ensure that practitioners across all associated PLPs are adequately prepared for the SSSA in relation to the nursing associate programme. Preparation activities include: face-face workshops; a poster as a visual outlining the key roles of practice assessor, practice supervisor, academic assessor and the student in relation to the SSSA and Standards of proficiency for nursing associates. There is 'tea trolley teaching' which answers frequently asked questions, and a pocket guide resource. A practice supervisor and practice assessor register has been compiled which will be maintained locally. A register of academic assessors is held by the programme lead and co-programme lead. All actions will be overseen by the programme lead and co-programme lead and reported through the programme management group. Condition one is now met.

Evidence:

DMU response to conditions, 3 October 2019, updated 23 October 2019

Action plan to ensure the consistency of preparation of practice placement staff in relation to the Standards for student supervision and assessment (NMC, 2018), 23 October 2019

Information sheet supporting learners in practice: Roles and responsibilities for student supervision and assessment (NMC 2018), 23 October 2019

Core mentor update 2019: LLR supporting practice learning in light of the new NMC standards, 2018, 23 October 2019

Date condition(s) met: 28 October 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. The SSSA R5.1, R5.2, R8.1, R8.4 and the SPNAP R4.2 are now met.

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 is no exit award leading to NMC registration as a nursing associate.

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

Yes

Outcome

Is the standard met?

Met

Date: 18 September 2019

Post Event Review

Identify how the condition is met:

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:	

Placement visit plan: 8 September 2019
Curriculum vitae of the registered nurse responsible for directing the programme, 8 September 2019 and NMC website check
DMU self assessment report, 27 August 2019

Post event documentation in response to condition:
DMU response to conditions, 3 October 2019, updated 23 October 2019
Action plan to ensure the consistency of preparation of practice placement staff in relation to the SSSA (NMC, 2018), 23 October 2019
Information sheet supporting learners in practice: Roles and responsibilities for student supervision and assessment (NMC 2018), 23 October 2019
Core mentor update 2019: LLR supporting practice learning in light of the new NMC standards, 2018, 23 October 2019
Final student handbook to meet the AEI condition which included updating of the student facing document, October 2019
Final minutes of the FdSc Nursing Associate (apprenticeship route) approval event, October 2019

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: One x year one of nursing associate programme (December 2018 cohort) Three x year two of the nursing associate programme (September 2018 cohort) One x recently qualified nursing associate from the nursing associate legacy programme (March 2017 cohort)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	Yes
<p>If yes, state where visited/findings:</p> <p>Bradgate Unit, LPT female mental health unit - met one nursing associate student and practice assessor</p> <p>Ward 20 at UHL, Glenfield Hospital -one registered nursing associate and charge nurse who is also the student link nurse</p> <p>Clinical decisions unit UHL Glenfield hospital - two student nursing associates and one sister in charge who is a mentor to nursing associate students also a practice assessor to pre-registration nursing students. Also met with the CPF who supports students</p> <p>Paediatric intensive care unit, Glenfield hospital - one student nursing associate and one sister in charge. Showed us the learning opportunities provided to students.</p> <p>All students confirm they have learning opportunities to meet the proficiencies for the pre-registration nursing associate programme. They are well supported in practice learning environments by practice staff, DMU and UHL. They work in multi professional teams, have protected learning time and are supernumerary on their external placements.</p> <p>Gilliver house, learning disabilities respite at LPT. Met with one final placement nursing associate student and a staff nurse who is currently a mentor to the nursing associate student. The student described significant support from his mentor and colleagues. In addition, the student articulated that due to the nature of the service he often works on his own without supervision which is the norm. Assessment is mainly following discussions and not always through observation. The student told us he felt supported and was encouraged by his mentor to use reflective discussions to structure learning.</p>	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
<p>If you stated no to any of the above, please provide the reason and mitigation</p> <p>No current CQC reports. Audit documentation viewed in Gateway 2</p>	
Additional comments:	

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Issue record

Final Report

Author	Charmagne Barnes	Date	26 September 2019
Checked by	Pamela Page	Date	29 October 2019
Submitted by	Lucy Percival	Date	22 November 2019
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