

**Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Coventry University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Coventry and Warwickshire NHS Partnership Trust Woodside Medical Centre, General Practice Abbey Medical Centre York Teaching Hospitals NHS Foundation Trust South Warwickshire NHS Foundation Trust NHS Scarborough and Ryedale CCG Zoe's Place Belgrave Surgery Birmingham Women and Children's NHS Foundation Trust West London Mental Health NHS Trust Brook Square Surgery Castle Health Centre Castle Medical Centre Cheylesmore Surgery, General Practice Cygnet Health Care Danes Dyke Surgery Derwent Practice Eastfield Falsgrave Surgery Lawrence House Medical Centre, Filey Surgery George Eliot Hospital NHS Trust Humber NHS Foundation Trust Humber Teaching NHS Foundation Trust Manor Court GP Surgery Peasholm Surgery Nottinghamshire Healthcare NHS Trust Sherburn and Rillington Surgery Spring Hill Medical Centre, Phil Collins Way, Old Arley, Coventry St Catherine's Hospice Barnado's The Forum Health Centre West Ayton and Snainton Surgeries Whitby Surgery Guy's and St Thomas's NHS Foundation Trust</p>

**Provision(s) reviewed:**

Provision: Nursing associate

Title of current programme: FdSc Nursing Associate Direct Entry Full Time

Modified programme title(s), if changed: N/A

Programme start date: 18 May 2020

Current academic level(s):

England, Wales, Northern Ireland:

Level 5

Modified academic level(s), if changed: N/A

<b>Date of review</b>	3 December 2019
<b>Type of Modification</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Pepsi Takawira Lay Visitor: Jane Suppiah

**Section two**

<b>Summary of review and findings</b>	
<p>The Coventry University (the university) faculty of health and life sciences presented documentation for the major modification of an approved foundation degree science (FdSc) apprenticeship nursing associate two-year programme to include a direct entry route. Programme documentation indicates curriculum content, modes of delivery and practice learning experiences are designed to enable students to meet the NMC (2018) Standards for pre-registration nursing associate programmes (SPRNAP), NMC (2018), Standards of proficiency for nursing associate programmes and NMC (2018), Standards for student supervision and assessment (SSSA). The university is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at strategic and operational levels. The proposed direct entry route will be offered at three campuses, Coventry, Scarborough and a new satellite campus in London.</p> <p>A tour of the London satellite site, including a discussion with the programme team about proposed resources and facilities during the modification visit provided assurances that there will be parity of experience for students studying at the three campuses.</p> <p>The new practice learning partner (PLP) Guy's and St Thomas NHS Foundation Trust (GSST) have experience in supporting nursing associate students. The Standards framework for nursing and midwifery education (SFNME) is not met at programme level as one condition applies. The SSSA are met at programme level.</p> <p>The programme is recommended to the NMC for approval subject to one condition.</p> <p>Updated 14 January 2020:</p> <p>Evidence has been provided that the changes required to meet the one NMC condition have been made. Condition one is now met. The SFNME is now met.</p> <p>The programme is recommended to the NMC for approval.</p>	

<b>Recommended outcome of the approval panel</b>	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met

<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: The approved education institution (AEI) and PLP GSTT must provide an updated and signed practice education agreement. (SFNME R2.5)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified</p>
<p><b>Date condition(s) to be met:</b></p>	<p>7 January 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>None identified</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>Revised documentation provides evidence that the changes required to meet the condition have been made.</p> <p>Signed assurance is provided that the new PLP GSTT support the programme intentions. (Condition one)</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	13 January 2020

### 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> <p><u><i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i></u></p> <p><u><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

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*

PLPs describe the AEI as a good partner. They comment on excellent communication processes in place with the AEI which enable quick resolution of issues raised by PLPs. Programme documentation and the approval process show there's effective partnership arrangements for maintaining the learning environment and supporting students, practice supervisors and practice assessors. There is evidence of shared responsibility for theory and practice learning, supervision and assessment. However, there is no updated and signed practice education agreement between the AEI and the new PLPGSTT. This must be addressed. (Condition one)

Representatives from the service user and carer group confirm their involvement in the development, recruitment, delivery and evaluation of the programme. They tell us they feel students value their perspectives on care and feel well-supported by the programme team. There is evidence that achievable plans are in place to replicate the Coventry and Scarborough model of service user and carer engagement at the new London campus in partnership with GSTT. PLP staff from GSTT confirm their commitment to the proposed approach. Students confirm the involvement of service users in the recruitment process and programme delivery.

Students are positive about support provided for theory and practice learning in the current apprenticeship pre-registration nursing associate programme. They confirm responsiveness of the programme team is timely. Students say they're consulted about the proposed direct entry route. Learning resources are effective, including academic, pastoral and practice support and for students with additional learning needs. PLPs confirm they're taking steps for direct entry students to have supernumerary status during placements.

The AEI demonstrated that it has secured funding and is in an advanced planning stage for a dedicated facility for health students at its London campus. It has secured academic teaching space at the existing London Campus building and access to simulation facilities at their London PLP (GSTT) as a contingency should these planned resources not be ready in time for the first planned nursing associate direct entry cohort in May 2020. We were assured from discussions with programme team and a tour of the current London campus that students will have access to library and student support facilities comparable to those accessed by students at the AEI's Coventry and Scarborough campuses. There is evidence of campus specific student facing handbook for different campuses.



We found effective governance systems are in place to ensure compliance with legal, regulatory, education and professional requirements.

**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 is no signed practice education agreement between the AEI and the new PLP GSTT. This must be addressed. (Condition one)

**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 is no updated and signed practice education agreement between the AEI and the new PLP GSTT. This must be addressed. (Condition one)

**Post Event Review**

**Identify how the condition is met:**

Condition one: Documentation submitted by the programme team provides assurance that the new PLP GSTT support programme intentions.

Evidence:

Signed practice education agreement between the AEI and the new PLP GSTT, 13 January 2020

Condition one is met.

**Date condition(s) met:** 13 January 2020

**Revised outcome after condition(s) met:**

***Met***

Condition one is now met.  
SFNME R2.5 is 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**

There is an established university process for recognition of prior learning (RPL) and at a local level the faculty have a procedure that confirms that RPL may be used up to a maximum of 50 percent of the programme.

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

**Met**

The requirement is unchanged since original approval on 23 July 2019.

*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.**

*N/A*

There are no direct entry nursing associate students at Coventry University.

**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: 3 December 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***

The approved nursing associate apprenticeship route provides confirmation that programme and module outcomes require students to demonstrate learning across the lifespan. Programme documents outline the theoretical content related to the four fields of nursing; this is delivered by practitioners from the four fields. There is evidence of how simulation will be integrated into theoretic modules throughout the programme to enable students to experience learning across a range of settings. Documentary evidence articulates how service user and carer involvement is embedded across academic curriculum delivery and assessment.

PLPs tell us they have robust systems in place to plan and manage placement capacity and have enough scope to offer students a range of placements to meet the programme requirements. The programme team tell us that they have oversight of student placement allocation and monitor the student clinical practice journey to ensure breadth and depth.

We are assured that the AEI's new London PLP (GSTT) has the scope and capacity to offer students breadth and depth in their practice placements. GSTT staff explained that detailed annual placement capacity planning enables students to experience the trust's array of community and acute services using a hub and spoke model.

Students on the current apprenticeship route tell us that their practice learning has included experience of care of adults and children and, mental health and learning disabilities across the lifespan.

*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**

The programme specification provides a summary breakdown of theory and practice hours and programme length. Students complete 240 credits, which meets the requirements of a foundation degree. Practice hours are recorded via the practice assessment document (PAD).

These are sufficient to allow students to meet the Standards of proficiency for nursing associates. Practice learning hours are recorded in the electronic PAD and verified by the practice supervisor or assessor. There's an arrangement in place for how students will retrieve unmet practice hours. Students confirm ability to practice and learn skills to meet the Standards of proficiency for nursing associates.

**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**

We found programme documentation and the approval process confirm an equal balance of theory and practice. All hours must be achieved by the end of the programme. The programme handbook, specification and module descriptors detail theory and practice content and expected learning outcomes. The proposed programme structure confirms the practice allocation model which demonstrates achievement of programme hours. The programme aims and learning outcomes are mapped to the Standards of proficiency for nursing associates.

There is evidence of a range of teaching and learning strategies used. This includes small group teaching, simulation, the use of digital technologies and engagement of service users and practitioners in the programme delivery. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme. Learning and teaching on the programme is inclusive of diversity and enables students to actively engage in learning.

The programme team confirm that the teaching materials accessed by students across the three sites will be identical and written and approved by module and programme leads based in Coventry.

*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: 3 December 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***

Documentation from the approved nursing associate apprenticeship programme demonstrates that the AEI, in partnership with PLPs, has procedures and policies in place to ensure students meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings.

There are established processes and policies in place to raise any concerns and assess fitness to practise within PLP organisations and with the AEI. PLPs are confident that mechanisms are in place to support students who are struggling or not achieving and tell us about collaborative working with the AEI when this takes place.

Practice supervisors, practice assessors and academic assessors tell us that they have been sufficiently prepared for their roles under SSSA in supporting student nursing associates.

**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**

Documentation from the approved nursing associate apprenticeship programme confirms that there are processes in place for assessing, monitoring and evaluating practice learning experiences.

Students tell us that learning in different contexts is encouraged and enabled by practice education facilitators. Students tell us that they have opportunities to work with members of the inter-professional team to understand the patient journey better.

Students and PLPs confirm the opportunity to evaluate practice learning.

**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**

Documentation from the approved nursing associate apprenticeship programme confirms that there are plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum. Programme team confirmed contingency arrangements to use simulation facilities at GSTT if their building is not refurbished in time.

**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**

Documentation from the approved nursing associate apprenticeship programme confirms the process in place for managing reasonable adjustments.

The programme team confirm access to on-site welfare services at all three campuses to enable support for individual circumstances, and access to the

curriculum in relation to disability or a specific learning need. Students confirm their awareness of the support on offer.

PLPs confirm that reasonable adjustments are made in practice and students confirm awareness of this. One student gave an example of adjustments made in practice to accommodate a specific learning need.

**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***

The documentation and approval process confirm that protected learning time will be assured and is demonstrated through option A. Direct entry nursing associate students will be supernumerary in all practice placements. The processes followed to record, and monitor practice and theory hours is explicit. The programme handbook provides guidance to students on how to escalate a problem in relation to supernumerary learning time.

Apprentice students confirm they're able to have protected learning time and any related issues are always appropriately addressed. Students wear distinctive colour uniforms and epaulettes to distinguish them as nursing associate students and whether they are year one or year two students.

**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**

<b>Yes</b>
<b>Outcome</b>
<p><b>Is the standard met?</b></p> <p><i>Met</i></p> <p><b>Date: 3 December 2019</b></p>
<b>Post Event Review</b>
<b>Identify how the condition is met:</b>
<p><b>Date condition(s) met:</b></p> <p><i>N/A</i></p> <p><b>Revised outcome after condition(s) met:</b></p> <p><i>N/A</i></p>

<b>Standard 4 Supervision and assessment</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates</p>

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***

Programme documentation from the approved apprenticeship programme confirms the processes for monitoring how the supervision, support, learning and assessment complies with the NMC SFNME. There're policies in place supporting quality assurance of the programme.

PLPs tell us that they employ dedicated staff to support nursing associate students. Students confirm that they are supported in their roles and that PLPs are taking steps to raise awareness of the nursing associate scope of practice.

The programme team provided assurance that students will be allocated an academic assessor for each part of the programme. Funding and a provisional

timetable for staff recruitment to the London campus is in place. The AEI has a workable contingency plan set out. There is capacity within the existing workforce to initiate a flying faculty approach where required.

**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**

The approved nursing associate programme documentation and approval visit for the nursing associate apprenticeship confirmed that preparations for full compliance with SSSA (NMC, 2018) are in place.

PLPs tell us that existing mentors are transitioning to the roles of practice supervisors and practice assessors. The SSSA is currently being rolled out across PLP organisations. PLPs confirm that all students are placed with a trained practice supervisor and are allocated a practice assessor. PLPs described multi-mode delivery of training with some providing an on-line package alongside face to face sessions.

Students confirm understanding of the new roles of practice supervisor and practice assessor.

*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**

Programme documentation from the approved apprenticeship programme confirms the processes in place to provide students with both formative and summative feedback.



Students tell us that they receive formative and summative feedback on their academic work. The practice assessment document and ongoing record of achievement provide a framework for the assessment of work in practice placements.

**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**

The requirement is unchanged since original approval on 23 July 2019.

*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
<b>Outcome</b>
<p><b>Is the standard met?</b></p> <p><i>Met</i></p> <p><b>Date: 3 December 2019</b></p>
<b>Post Event Review</b>
<b>Identify how the condition is met:</b>
<p><b>Date condition(s) met:</b></p> <p><i>N/A</i></p> <p><b>Revised outcome after condition(s) met:</b></p> <p><i>N/A</i></p>

<b>Standard 5 Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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</p> <p>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.</p>
<p><i>Evidence provides assurance that the following QA approval criteria are met</i></p> <p><b>The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)</b></p>

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 with NMC registration.

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: 3 December 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	No
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	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	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:	

Post approval visit documentary evidence to meet conditions:  
Placement education agreement Coventry University GSST, January 2020

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

Condition one addresses the requirement for collaborative agreement between the  
AEI and new PLP.

There is no FE college involved in this major modification.

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	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:	
Five first year student nursing associates Six second year student nursing associates One alumni registrant nursing associate	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes

System Regulator Reports List  
Cows Lees Care Home, June 2017  
St Andrews Healthcare Birmingham, August 2018  
St Andrews Healthcare Nottinghamshire, August 2019  
University Hospital Coventry and Warwick NHS Trust, August 2018

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

This major modification visit took place at a new Coventry University campus, which has not yet been reviewed for NMC approved courses. We were shown technical drawing plans for a four-floor teaching and simulation facility for health students that is planned for the AEI's London campus. Details of GSTT simulation facilities were submitted as evidence together with evidence that these facilities have been booked for nursing associate students from May 2020 – January 2021 as a contingency plan should the AEI's own facilities not be ready in time.

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	Pepsi Takawira Jane Suppiah	Date	6 December 2019
Checked by	Pamela Page	Date	15 January 2020
Submitted by	Amy Young	Date	28 January 2020
Approved by	Leeann Greer	Date	30 January 2020