

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Hertfordshire</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Barking, Havering &amp; Redbridge University Hospital NHS Trust          Barnet, Enfield &amp; Haringey MH NHS Trust          Bedford Hospital NHS Trust          Berkshire Healthcare NHS Foundation Trust          Buckinghamshire Healthcare NHS Trust          Central &amp; Northwest London NHS Foundation Trust          Central London Community Healthcare NHS Trust;          CLDT Camden, Camden &amp; Islington NHS Foundation Trust          Dorset Healthcare University NHS Foundation Trust          East &amp; North Hertfordshire NHS Trust          East London NHS Trust          Great Ormond Street Hospital NHS Trust          Hampshire Hospitals NHS Foundation Trust; Fivale          Hertfordshire Community NHS Trust          Hertfordshire Partnership University NHS Foundation Trust          Imperial College Hospital NHS Trust          Isle of Wight NHS Trust          London North West Healthcare NHS Trust          Luton &amp; Dunstable Hospital NHS Foundation Trust          Moorfields Hospitals NHS Foundation Trust          North East London NHS Foundation Trust          North Middlesex University Teaching Hospital NHS Trust</p>

	<p>Oxford Health NHS Foundation Trust          Portsmouth Hospital NHS Trust          Royal Free London NHS Foundation Trust          Royal National Orthopaedic Hospital NHS Trust          Solent NHS Trust          Southern Health NHS Foundation Trust          Sussex Partnership NHS Foundation Trust;          various postcodes in North, South East &amp; West          University College London Hospitals NHS Foundation Trust          West Herts Hospital NHS Trust</p>
<p><b>Programmes reviewed:</b> (<i>Tick all that apply</i>)</p>	<p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Child <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input checked="" type="checkbox"/></p> <p>NDA Mental Health <input checked="" type="checkbox"/></p>
<p><b>Title of programme(s):</b></p>	<p>BSc (Hons) Nursing (adult) - Nursing Degree Apprenticeship          MSc Nursing (adult) - Nursing Degree Apprenticeship (part time route)          BSc (Hons) Nursing (child) - Nursing Degree Apprenticeship          MSc Nursing (child) - Nursing Degree Apprenticeship (part time route)          BSc (Hons) Nursing (learning disabilities) - Nursing Degree Apprenticeship          MSc Nursing (learning disabilities) - Nursing Degree Apprenticeship (part time route)          BSc (Hons) Nursing (mental health) - Nursing Degree Apprenticeship          MSc Nursing (mental health) - Nursing Degree Apprenticeship (part time route)</p>
<p><b>Academic levels:</b></p>	
<p>NDA Adult</p>	<p>England, Wales, Northern Ireland</p>

	<input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
NDA Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
<b>Date of approval visit:</b>	19 June 2019								
<b>Programme start date:</b>	<table border="1"> <tr> <td>NDA Adult</td> <td>1 September 2019</td> </tr> <tr> <td>NDA Child</td> <td>1 September 2019</td> </tr> <tr> <td>NDA Learning Disabilities</td> <td>1 September 2019</td> </tr> <tr> <td>NDA Mental Health</td> <td>1 September 2019</td> </tr> </table>	NDA Adult	1 September 2019	NDA Child	1 September 2019	NDA Learning Disabilities	1 September 2019	NDA Mental Health	1 September 2019
NDA Adult	1 September 2019								
NDA Child	1 September 2019								
NDA Learning Disabilities	1 September 2019								
NDA Mental Health	1 September 2019								
<b>QA visitor(s):</b>	Registrant Visitor: Pam Page Lay Visitor: Jonathan Fisher								

**Section two**

**Summary of review and findings**

The University of Hertfordshire is an established approved education institution (AEI). The school of health and social work (the school) delivers a range of programmes in nursing, midwifery, allied health professions and social work. The pre-registration nursing programme was approved for delivery by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programme (SPNP) (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) on 4 June 2019.

The school presented a major modification of the approved pre-registration nursing programme to deliver a nurse degree apprenticeship (NDA) route at academic level six and level seven in all four fields on nursing. NDA routes have been developed at academic level six BSc (Hons); a three-year full-time route and a four-year part-time route. At academic level seven (MSc) a full-time two-year route and a three-year part-time route are presented.

The following employers of potential apprentices are in support of the NDA route and were present at the major modification visit: East and North Hertfordshire NHS Trust, Moorfields Eye Hospital NHS Foundation Trust, West Hertfordshire NHS Trust, Central London Community Healthcare Trust, North Middlesex University Hospital NHS Trust, Northwick Park Hospital, Hertfordshire Partnership University NHS Foundation Trust, Barnet, Enfield and Haringey Mental Health NHS Trust, Royal Free London NHS Foundation Trust, London North West University Healthcare NHS Trust, The Princess Alexandra Hospital NHS Trust, Hertfordshire Partnership University NHS Foundation Trust, Royal National Orthopaedic Hospital NHS Trust.

In addition, a representative of the Capital Nurse consortium, (the associate director of Barts Health NHS Trust) spoke on behalf of the following employers to confirm support for the NDA routes: Barnet, Enfield and Haringey Mental Health NHS Trust, Barts Health NHS Trust, Barnet, Enfield and Haringey Mental Health NHS Trust, Bromley Healthcare, Camden & Islington NHS Foundation Trust, Central London Community NHS Trust, Chelsea and Westminster Hospital NHS Foundation Trust, City & Hackney GP Confederation, Epsom and St Helier University Hospitals NHS Trust, Great Ormond Street Hospital, Homerton University Hospital Foundation Trust, Hounslow & Richmond Community Healthcare NHS Trust, Imperial College Healthcare NHS Trust, Kings College Hospital NHS Foundation Trust, London North West University Healthcare NHS Trust, Moorfields Eye Hospital NHS Foundation Trust, North Middlesex University Hospital, Oxleas NHS Foundation Trust, Royal Brompton and Harefield NHS Foundation Trust, Royal Free NHS Foundation Trust, South London and Maudsley NHS Foundation Trust, South West London and St George's Mental Health NHS Trust, The Royal Marsden NHS Foundation Trust, Tower Hamlets General Practice Care Group CIC, Whittington Health.

Employers present all confirmed their support for the proposed modification. Procurement for the NDA is active however no financial commitment at board level is in place. Funding for the NDA route has been achieved by some employers through vacancy saving at directorate rather than organisational level. Employer assurance was provided with respect to the supernumerary status of apprentices while doing the pre-requisite hours to meet the NMC 2018 standards for pre-registration nursing programme.

There is evidence of robust and effective partnership working between the AEI and key stakeholders; HEE, PLPs and employers, service users and carers, and students.

Arrangements at programme level for the NDA routes meet the Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA).

The modification of the pre-registration nursing programme is recommended to the NMC for approval, subject to one NMC condition and two AEI conditions. The NMC visitors made two recommendations. The AEI made two recommendations.

Updated 16 July 2019

Evidence was provided to meet the one NMC condition and one university condition. One university condition was not met, the full-time MSc NDA route is considered by the university to be non-compliant with the Education and Skills Funding Agency (ESFA) funding rules. The university has agreed that the condition set is no longer applicable. The major modification to the full-time MSc NDA route is not recommended for approval.

The conditions and related NMC standards/requirements are now met. The major modification for full and part time NDA routes at undergraduate level and part-time NDA route at post-graduate level is recommended to the NMC for approval for full and part time NDA routes at undergraduate level and part-time NDA route only at post-graduate level.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> None identified. <p><b>Selection, admission and progression:</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>Condition one: The programme team are to correct the declaration and barring service (DBS) and occupational health (OH) flow chart to confirm the selection process for future nurse apprentices. (Standards for pre-registration nursing programmes (SPNP) R1.2)</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: The programme team are to produce a re-mapping of the end-point assessment (EPA), for all four fields, on the BSc and the MSc programme against the current approved EPA plan. (university condition)</p> <p>Condition three: The programme team to provide assurance that the full-time MSc route programme hours meets the education and skills funding agency (ESFA) eligibility requirements for funding. (university condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>1 July 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: To monitor the effectiveness of the admission process for apprentices to ensure equality of opportunity. (university recommendation)</p> <p>Recommendation two: To monitor the workload of applicants undertaking accreditation of prior (experiential) learning claims for entry to the NDA route (SPNP R1.5).</p> <p>Recommendation three: For the school to monitor the RPL workload for academics (SPNP R2.14).</p> <p>Recommendation four: The university in partnership with the sustainable transformation partnership (STP) to implement a steering group for nurse degree apprenticeships. (university recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>To monitor the uptake of NDAs by field and by route.</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 condition one have been made.</p> <p>A corrected flow chart illustrates the process for an apprentice's DBS and OH checks by their employer. This information is shared with the AEI. The selection process for future nurse apprentices is confirmed. Condition one is now met.</p> <p>One university condition has been met. The programme team are unable to provide assurance that the full-time MSc route programme hours meets the education and skills funding agency (ESFA) eligibility requirements for funding. The university has noted that this condition is no longer applicable.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p style="text-align: right;">YES <input checked="" type="checkbox"/>      NO <input type="checkbox"/></p>
<b>Summary of observations made, if applicable</b>	The AEI has confirmed the accuracy of the report.
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Date condition(s) met:</b>	15 July 2019

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing programmes</i> (NMC, 2018)</p> <p><i>Future nurse: Standards of proficiency for registered nurses</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses and midwives</p> <p>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</p>

**NMC Programme standards**

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

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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.**

Established and effective partnership working was evident at the approval of the pre-registration nursing programme in March 2019. At the major modification event it was evident that effective partnership working between the school and all stakeholders continues and has permitted the development of the NDA route in all four fields of nursing practice.

PLPs and employers spoke of their close working relationship with the AEI and the need for the NDA route within the pre-registration nursing programme to help meet workforce needs within their organisations. Some employers are currently undertaking procurement for the NDA route. Employers said that multiple routes are needed to educate registered nurses who are urgently required to meet workforce challenges. General data protection regulation compliance is built into the tripartite commitment statement signed by apprentice, employer and AEI.

Employers within the east of England have experience of the Health Education England (HEE) commissioned work-based pre-registration nursing programme (NMC, 2010), where students are employees. This has resulted in established and effective communication processes between employers and the AEI with respect to employee selection, recruitment and progression, cause for concern, and fitness to practise issues. These communication processes were triangulated at the major modification visit with employers and the AEI and confirmed to be effective.

Employers across London confirmed comparable established processes in relation to cause for concern and fitness to practise issues that had been built in to the apprentice nursing associate programmes and are transferrable to the NDA programme.

To strengthen the partnership working with employers there is a recommendation to implement a steering group for NDAs replicating the group that meets regularly in support of nursing associate apprenticeships. Recommendation four: The

university in partnership with the sustainable transformation partnership (STP) to implement a steering group for NDAs (AEI recommendation).

PLPs and the AEI spoke of the revised language used in mentor and SSSA updates. The use of the term "learner" has been adopted as inclusive of both apprentices and students. PLPs spoke of communication strategies including newsletters and multiple opportunities for learners to come together and discuss their learning experiences. This includes a "you said, we did" approach to learner evaluations. This work is undertaken in partnership with the AEI. We heard that PLPs and the AEI undertake "ward walks" to meet all learners and address any concerns, such as skills deficits which can then be addressed jointly in a timely manner. The AEI and PLPs spoke of their experience of supporting trainee nursing associate apprentices, many of these mechanisms are transferable to supporting NDAs.

There is a well-established service user and public involvement (SUPI) group at the AEI. The service user and carer (SUC) group have been involved with the NDA route and their voice is clearly valued by the AEI. The SUPI group provide authentic SUC input into the pre-registration programme and associated routes and reflect a diverse range of SUCs.

Two current third year students on the adult pre-registration nursing programme spoke of the support they had received from the AEI and PLPs. They are aware of the mechanisms to raise concerns and also to provide feedback on their current programme. They have not been involved in the development of the NDA. A student on the pre-registration nursing (learning disabilities) work-based learning (WBL) route told us he had provided feedback on the NDA route in relation to timetabling challenges; this has been incorporated into the NDA route.

Stakeholders were well represented at the major modification visit and each demonstrated understanding and commitment to the NDA route.

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**  **NOT MET**

**Please provide any narrative for any exceptions**

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**  **NOT MET**

**Please provide any narrative for any exceptions**

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

## Student journey through the programme

### Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and  
children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes.

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and 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 the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

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 current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing programmes (NMC, 2018).

**Findings against the standard and requirements**

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)  
**YES**  **NO**
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).  
**YES**  **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)  
**YES**  **NO**

R1.2 is not met. Documentary evidence indicates that OH assessment and DBS checks are undertaken via the employer, at the point of selection for the NDA. This was confirmed by both the AEI and the PLPs at the major modification visit. However, the DBS and OH flow chart requires revision as it currently refers solely to trainee nurse associates. This must be addressed. (Condition one) (SPNP R1.2)

- 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 evidenced and information given to applicants and students are detailed (R1.3)



YES  NO

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

YES  NO

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

MET  NOT MET

R1.5 is met. There is documentary evidence that RPL is permitted up to a maximum of 50 percent of the pre-registration nursing programme. It is evident that this will be utilised particularly within the apprenticeship route for nursing associates who want to study to become a registered nurse.

The process attends to compliance of the EU directive for adult nurses.

The WBL student reported that the RPL process is onerous and time consuming. PLPs and the programme team confirmed that the use of RPL is the preferred entry for employers to support NDAs. Employers told us that their current assistant practitioners and nursing associates in the workforce will use RPL to enter the pre-registration nursing programme.

There is the potential for a significant workload with respect to RPL claims for both academics and apprentices. The programme team should consider monitoring the RPL workload for applicants (Recommendation two). In addition, the school should consider monitoring the RPL workload for academics (Recommendation three) (SFNME 2.14).

The AEI advises the effectiveness of the admission process is monitored to ensure equality of opportunity for apprentices. (Recommendation one) (AEI recommendation)

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET  NOT MET

R1.6 is met. The requirement is unchanged since original approval on 4 June 2019.

- Numeracy, literacy, digital and technological literacy 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) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET  NOT MET

R1.7 is met. The requirement is unchanged since original approval on 4 June 2019.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES  NO

**Proposed transfer of current students to the programme under review**

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

*There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place*

MET  NOT MET

There are no NDAs currently registered at the AEI. All future NDAs will be supervised and assessed under the SSSA.

*Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes*

MET  NOT MET

The requirement is unchanged since original approval on 4 June 2019.

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

R1.2 is not met. Documentary evidence indicates that OH assessment and DBS checks for apprentices are undertaken via the employer, at the point of selection for the NDA. This was confirmed by both the AEI and the PLPs at the major modification visit. However, the DBS and OH flow chart requires revision as it currently refers solely to trainee nurse associates. This must be addressed. (Condition one)

Condition one: the programme team to correct the DBS and OH flow chart to confirm the selection process for future nurse apprentices (SPRNP R1.2).

**Date:** 19 June 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition one: The AEI has provided a corrected flow chart identifying the process to be followed for apprentices to undergo DBS and OH checks at the point of selection for the NDA programme. The selection process for future apprentices is confirmed. Condition one is now met.

Evidence:

Notes of conditions meeting, NDA, 12 July 2019

BSc (Hons)/MSc nursing, major modification; DBS and OH procedure for apprentices, 25 June 2019

**Date condition(s) met:** 15 July 2019

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

Condition one is now met.

Assurance is provided that SPNP R1.2 is now met.

**Standard 2: Curriculum**

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

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

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

*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, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*

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

### **Findings against the standard and requirements**

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1) YES  NO
- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2) YES  NO
- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) YES  NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4) MET  NOT MET

R2.4 is met. The requirement is unchanged since original approval on 4 June 2019.

Employers told us of their commitment to gain four field exposure for the NDA routes and the AEI confirmed the mechanisms in place to monitor compliance in both theory and practice learning replicating the direct entry route for pre-registration nursing.

The three-year full-time undergraduate programme mirrors the direct entry programme for pre-registration nursing.

The four-year part-time undergraduate programme is delivered in three parts, each part will be over four semesters i.e. one year and one semester.

The three-year and four-year undergraduate programme permit the use of RPL route for 50 percent of the programme for applicants who have a foundation degree entry with 50 percent of the programme recognised. The remainder of part two of the registered nurse programme provides field specific content and the apprentice may commence part three on either the full-time or part-time route to complete the programme.

The post graduate route is proposed as either a full-time programme over two years which mirrors the direct entry route or a three-year part-time programme, where each part will be four semesters in length i.e. one year and one semester.

For each route, programme planners identify the theory days (including induction), supernumerary practice days and on the job training. Details of the working week in hours provide assurance that the EU working time directive is not exceeded.

All routes exceed the NMC requirement for 2,300 hours of theory and 2,300 hours of supernumerary practice.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

**MET**  **NOT MET**

R2.5 is met. The requirement is unchanged since original approval on 4 June 2019.

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

- There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the *Standards of proficiency for registered nurses* (R2.6)

**YES**  **NO**

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

**YES**  **NO**

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

**MET**  **NOT MET**

R2.8 is met. This standard was met at the pre-registration approval visit in March 2019, and applies equally to NDAs from a NMC perspective.

- 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 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. (R2.9) **MET**  **NOT MET**

R2.9 is met. The programme structure demonstrates an equal balance of theory and practice learning through all NDA routes. Some theoretical learning will be shared with direct entry pre-registration nursing undergraduates. This will vary according to a full-time or part-time NDA route. All theoretical learning will be undertaken with direct entry post graduate students.

A range of teaching and learning strategies are detailed in the programme specification including; supervised and assessed practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care pathway presentations; individual and small group academic tutorials; discussion groups, problem-solving and inquiry-led learning approaches; interactive lectures; coursework; learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

**YES**  **NO**  **N/A**

The programme is taught in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).

**YES**  **NO**

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

**YES**  **NO**

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

**YES**  **NO**

Registration in two fields is not sought.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

**YES**  **NO**

Registration is solely with the NMC.



Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula are met **YES**  **NO**

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

**Outcome**

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

**Date:** 19 June 2019

**Standard 3: Practice learning**

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education* specifically:

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

*Standards for student supervision and assessment*, specifically R1.1 – R1.11

**Findings against the standard and requirements**

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

**MET**  **NOT MET**

R3.1 is met. The requirement is unchanged since original approval on 4 June 2019.

Documentary evidence and the major modification visit provide assurance that the AEI, in partnership with employers has robust processes in place to ensure apprentices will be able to develop and meet the Standards of proficiency for registered nurses (NMC, 2018) to a diverse range of people across the four fields of nursing practice.

Employers confirm that practice placements are shared between providers via reciprocal agreements among PLPs within the consortium.

Some practice learning may take place within the work area of the apprentice. Supernumerary status of apprentices learning within their substantive work base was assured by employers. When undertaking supernumerary hours apprentices will wear a distinct student nurse uniform. The AEI and employers told us that all practice assessors (PAs) and supervisors (PS) will receive training and will be aware of the student's employee status.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

**MET**  **NOT MET**

R3.2 is met. The requirement is unchanged since original approval on 4 June 2019.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

**MET**  **NOT MET**

R3.3 is met. The requirement is unchanged since original approval on 4 June 2019.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

MET  NOT MET

R3.4 is met. The requirement is unchanged since original approval on 4 June 2019.

- 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 (R3.5)

MET  NOT MET

R3.5 is met. The requirement is unchanged since original approval on 4 June 2019.

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

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES  NO

- Processes are in place to ensure that students are supernumerary (R3.7)

YES  NO

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met YES  NO

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

**Outcome**

Is the standard met? MET  NOT MET

Date: 19 June 2019

#### **Standard 4: Supervision and assessment**

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse 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 registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

*Standards framework for nursing and midwifery education* specifically:

*R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;*

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

*Standards for student supervision and assessment*

*R4.1 – R4.11*

**Findings against the standards and requirements**

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

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

**MET**  **NOT MET**

R4.1 is met. The requirement is unchanged since original approval on 4 June 2019.

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

**MET**  **NOT MET**

R4.2 is met. The requirement is unchanged since original approval on 4 June 2019.

At the major modification, we sought additional assurance around objective assessment of employees undertaking the NDA route. The programme team told us that all practice assessors (PAs) and supervisors (PS) will receive training and will be aware of the NDA employee role. It will be expected that PAs and PS as registrants will act objectively in their role, in line with the NMC Code and the requirements of the NMC (2018) standards. Academic assessors, link lecturers and practice educator facilitators will all support the PAs, PSs and NDAs while monitoring the assessment process.

**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 responsible for directing the education programme (R4.3)

**YES**  **NO**

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

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

**MET**  **NOT MET**

R4.4 is met. The requirement is unchanged since original approval on 4 June 2019.



Students told us that formative assessment is timely and aids success in the summative assessment.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

**MET**  **NOT MET**

R4.5 is met. The requirement is unchanged since original approval on 4 June 2019.

Allocation of practice learning placements are recorded by the AEI.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)  
**YES**  **NO**
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)  
**YES**  **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)  
**YES**  **NO**
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)  
**YES**  **NO**
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)  
**YES**  **NO**
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)  
**YES**  **NO**

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



YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 June 2019	

<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 pre-registration nursing programme is a bachelor's degree, and</p> <p>R5.2 notify students during and before completion of the programme that they have five years 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 specified in our standards.</p>
<b>Findings against the standards and requirements</b>
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p><b>Fall Back Award</b></p> <p>If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award</p> <p><i>Standards framework for nursing and midwifery education specifically R2.11, R2.20</i></p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>

There is no fall back exit award with NMC registration. Documentation clearly confirms that there are only two exit awards with registration as a nurse: the BSc (Hons) Nursing-nursing degree apprenticeship or MSc Nursing-nursing degree apprenticeship in single field (adult, child, mental health or learning disabilities fields of nursing) (part time route). NMC standards and proficiencies are met within these awards.

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 19 June 2019

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Additional documents for validation of the apprenticeship pathway MSc in Nursing, BSc in Nursing, June 2019</p> <p>SUC impact statements, undated</p> <p>NMC approval letter for RNA, RNLD, RNMH, RNC, April 2019</p> <p>DBS procedure for trainee nursing associates, undated</p> <p>Post event documents submitted to meet conditions:</p> <p>Notes of conditions meeting, NDA, 12 July 2019</p> <p>BSc (Hons)/MSc nursing, major modification; DBS and OH procedure for apprentices, 25 June 2019</p> <p>BSc (Hons) Nursing (NDA) part time programme specification 2019, 19 June 2019</p> <p>MSc Nursing (NDA) part time programme specification 2019, 19 June 2019</p> <p>MSc Nursing (NDA) part time planner, 2019, 19 June 2019</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>University handbook equivalent is available via My Herts weblink.</p>		
<p>Additional comments:</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One x WBL third year learning disabilities nursing student (seconded) Two x third year adult nursing students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: Three service users attended the major modification event, one of whom is the coordinator for the SUPI group. We were informed there are 64 service users available to contribute to the pre-registration programme, including the NDA routes.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, state where visited/findings:

System regulator reports reviewed for practice learning partners



If yes, system regulator reports list

CQC Quality report Howe Dell Manor, March 2019

CQC Quality report Lakeside, March 2018

CQC Quality report Hampshire Hospital NHS Foundation Trust, September 2018

CQC Quality report North Middlesex University NHS Foundation Trust, September 2018

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

The University of Hertfordshire is an established provider of NMC programmes.

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:	Pam Page	Date:	15 July 2019
Checked by:	Judith Porch	Date:	1 August 2019
Approved by:	Leeann Greer	Date:	14 August 2019
Submitted by:	Lucy Percival	Date:	15 August 2019