Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Programme provider name:	University of Hertfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	West Herts Hospital NHS Trust Hertfordshire Community NHS Trust Barnet, Enfield & Haringey MH NHS Trust Central London Community Healthcare NHS Trust CLDT Camden, Camden & Islington NHS Foundation Trust East & North Hertfordshire NHS Trust Hertfordshire Community Trust (West) Hertfordshire Partnership NHS Foundation Trust Hertfordshire Partnership University NHS Foundation Trust Private voluntary and independent healthcare providers
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☐
Title of programme:	Nursing Associate Higher Apprenticeship Programme (FdSc Health Care Practice)
Date of approval visit:	24 May 2019
Programme start date: 　　Pre-registration nursing associate 　　Nursing associate apprenticeship	9 September 2019
Academic level:	England ☒ Level 5　☐ Level 6

| QA visitor(s): | Registrant Visitor: David Robertshaw |
| | Lay Visitor: Kanta Sandhu |

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 school presented the pre-registration nursing associate programme for approval against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing associate programmes (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018). These standards are clearly detailed and mapped within the programme.

The programme award title is FDSc Health Care Practice and the programme may be studied through an apprenticeship or non-apprenticeship route. Both routes are 24 months in length.

The programme documentation and approval process confirm evidence of effective partnership working between the AEI and West Hertfordshire Hospital NHS Trust; East and North Hertfordshire NHS Trust; Hertfordshire Partnership NHS Foundation Trust; Princess Alexandra NHS Trust; Hertfordshire Community NHS Trust; and, Central London Community Healthcare NHS Trust.

The University of Hertfordshire is part of the pan London practice learning group (PLPLG). Learning in practice is assessed using the England nursing associate practice assessment document (NAPAD) and ongoing achievement record.

To support the implementation of the NAPAD there is a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (NMC, 2018).

The Standards framework for nursing and midwifery education and the Standards for student supervision and assessment are not met at programme level as conditions apply.

The programme is recommended for approval to the NMC subject to four conditions. There is one NMC recommendation and two university recommendations.

Updated 17 June 2019

Evidence was provided that the changes required to meet the four conditions have been made. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources** Condition one: Provide an implementation plan to embed service users in the ongoing development, delivery, evaluation and co-production of the programme. (Standards framework for nursing and midwifery education (SFNME) R1.12; Standards for pre-registration nursing associate programmes (SPNAP) R2.1) **Selection, admission and progression** Condition two: Provide a robust plan for the assessment on entry to the programme and ongoing support for digital literacy. (SPNAP R1.1.6 and R1.6) **Practice learning** Condition three: In partnership with employers, the AEI is to develop detailed guidance of what constitutes protected learning time and how this will be monitored. (SPNAP R3.5) Condition four: Provide an implementation plan with timelines for how the programme team will prepare legacy trainee apprentices for transfer to the Standards for student supervision and assessment (SSSA) from September 2019 (SFNME R3.2; SSSA R1.1). **Assessment, fitness for practice and award** None identified **Education governance: management and quality assurance** None identified
Date condition(s) to be met:	17 June 2019

Recommendations to enhance the programme delivery:	Recommendation one: To consider how the service user coordinator role can be sustained and utilised within the programme (SFNME R1.12).

Recommendation two: To raise awareness and understanding among employers and student nursing associates about the requirements for the end point assessment (EPA) (university recommendation).

Recommendation three: Throughout the programme, create opportunities for students to be informed about career progression routes (university recommendation). |
| **Focused areas for future monitoring:** | The participation and involvement of service users and carers across the programme.

The implementation and monitoring of protected learning time. |

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions

Revised copies of the programme documentation provide evidence that the changes required to meet the four conditions have been made.

The university has developed an implementation plan to embed services users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme which provides evidence condition one is met.

There is a clear and robust plan for the assessment of digital literacy on entry to the programme and ongoing support of digital literacy during the programme which provides evidence that condition two is met.

Revised documentation details the expectations for protected learning time, including a local definition and examples of how students can meet protected learning time requirements. Condition three is now met.

Revised documentation evidences a clear plan for the implementation of the SSSA and how the programme team will prepare students for the transfer to the SSSA from September 2019. Condition four is now met. |

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**

Summary of observations made, if applicable	There were no factual inaccuracies identified. Comments submitted related to evidence against conditions which were not met when the report was submitted for observations.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	17 June 2019

Section three

<table>
<tr><td align="center">**NMC Programme standards**</td></tr>
<tr><td>

Please refer to NMC standards reference points

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

Standards of proficiency for nursing associates (NMC, 2018),

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

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<table>
<tr><td align="center">**Partnerships**</td></tr>
<tr><td>

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

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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:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018**)**

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary analysis and discussion at the approval visit confirms evidence of partnership working with practice learning partners (PLPs)/employers; West Hertfordshire Hospital NHS Trust; East and North Hertfordshire NHS Trust; Hertfordshire Partnership NHS Foundation Trust; Princess Alexandra NHS Trust; Hertfordshire Community NHS Trust; and, Central London Community Healthcare NHS Trust.

Partnership with PLPs is strong at both strategic and operational levels. This is evidenced through regular meetings, joint appointments and an over-arching agreement to support the development of nursing associates in this region. Examples of these include strategic steering groups which oversee the arrangements and developments within the partnership, and a practice education facilitator who works jointly across organisations and the AEI.

The partnership demonstrates collaboration and commitment at an operational level, this is evidenced through development meetings, the practice partnership forum, programme committee meetings and the practice partners annual conference. These meetings ensure continued dialogue to facilitate and support student learning in practice. PLPs promote equality and diversity in their strategic plans and these commitments are shared with the AEI.

The AEI has a service user and public involvement group which aims to contribute to recruitment, teaching and research. There is evidence of service user and carer involvement in the pre-registration nursing programme. However, there is limited evidence of their involvement in the proposed pre-registration nursing associate programme. Two service users shared with the approval panel their particular involvement within the school for the pre-registration nursing programme. However, they reported their involvement is limited to recruitment for the nursing associate programme. The programme team should work with service users and

carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme (Condition one). (SFNME R1.12; SPNAP R2.1)

There is a service user and carer co-ordinator who has actively been involved in the support and development of the role of service users and carers in programmes in the school. However, the appointment of this role is for two years. The school are advised to consider how the service user coordinator role can be sustained and utilised within the programme (Recommendation one). (SFNME R1.12)

The university has effective partnerships with students. This is evidenced through their involvement with the development of the programme. They have reviewed and offered feedback on proposals for the proposed pre-registration nursing associate programme.

Students feel their assessments are varied, interesting, and include a range of assessment methodologies. They told us the lecturers are knowledgeable and supportive. They confirmed that feedback on their assignments and assessed work is constructive and there are formal marking criteria. Students did report some issues with accessing resources, although these issues are now resolved.

Students on the existing health education England (HEE) programme reported mixed access to their practice education facilitators. However, they told us they think this will improve with the proposed pre-registration nursing associate programme.

The university's partnership with students is evidenced through the attainment of TEF Gold standard. The student voice is clearly present and inclusive. In addition, the university has been awarded Athena Swan Silver, and the Race Equality Mark.

The programme handbook provides detailed information to students. It explains the relevance and importance of The Code and Nursing and Midwifery Council requirements and professional requirements. Information is provided on the aims and structure of the programme, as well as an overview of the programme, intended practice learning experiences and student support services.

There are processes in place for student feedback through programme boards, module evaluations and evaluations of practice learning experiences. There are also processes in place to ensure the continued quality and review of the programme on a regular basis. The students have been involved in the development of the new programme as evidenced in 'The Vision, Stakeholder, Development, Practice and the Student Journey' document. Students we met confirmed this.

We met four current students studying the HEE programme. The year two students seemed to have experienced challenges with gaining supernumerary status and making contact with link lecturers and practice education facilitators.

Students felt that there are positive changes made to the programme after giving their feedback, and these changes have been informed by student representative meetings where the new programme has been discussed.

There was positive feedback from the year one student about practice learning environments, supernumerary status and support from the personal tutor, academic assessor, practice/mentor assessor.

Students reported that practice learning environments worked well for them to meet the programme learning outcomes and NMC proficiencies. It is clear that year one students have benefited from improvements made the previous year as a result of student feedback.

There is documentary evidence of effective partnership working and this was triangulated through discussions with PLPs, employers and students at the approval visit.

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

MET ☐   NOT MET ☒

Please provide any narrative for any exceptions

There is limited evidence of service user and carer involvement in the proposed pre-registration nursing associate programme. The programme team should work with service users and carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme. (Condition one) (SFNME R1.12; SPNAP R2.1)

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

There is evidence of service user and carer involvement in the pre-registration nursing programme. However, there is limited evidence of their involvement in the proposed pre-registration nursing associate programme. Two service users shared with the approval panel their particular involvement within the school for the pre-registration nursing programme. However, they reported their involvement is limited to recruitment for the nursing associate programme. The programme team should work with service users and carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme (Condition one).

Condition one: Provide an implementation plan to embed service users and carers in the ongoing development, delivery, evaluation and co-production of the programme. (SFNME R1.12; SPNAP R2.1)

There is a service user and carer co-ordinator who has actively been involved in the support and development of the role of service users and carers in programmes in the school. However, the appointment of this role is for two years.

The school are advised to consider how the service user coordinator role can be sustained and utilised within the programme (Recommendation one). (SFNME R1.12)

Recommendation one: Consider how the service user coordinator role can be sustained and utilised within the programme. (SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition one: The university has developed an implementation plan to embed services users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. A service user and carers forum will meet at least once per year. The group has clearly stated aims and functions. There are clear plans for service users to be involved in recruitment and selection of students, and the delivery of modules and assessments. Condition one is now met.

Evidence:

University of Hertfordshire (UoH) response to conditions, 10 June 2019

UoH An implementation plan to embed service users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme (apprenticeship and non-apprenticeship), 10 June 2019

Date condition(s) met: 17 June 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Condition one is met.

Assurance is provided that SFNME R1.12 and SPNAP R2.1 are met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency

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criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

YES ☐   **NO** ☒

R1.1.6 Documentary evidence and discussion confirms literacy and numeracy assessment and values-based selection are included as part of the selection and admission process for the proposed programme. However, assessment of digital literacy is not included in the admissions criteria for the proposed programme (Condition two).

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R1.5 is met. The university has a robust process, procedure and policy for the management and application of recognition of prior learning (RPL). The university has a school RPL coordinator who works with the admissions tutor, offering advice on and assessment of claims for RPL.

Students are assessed on entry for any RPL opportunities through the use of a needs analysis. They attend meetings with tutors to discuss their prior certificated or experiential attainment, and two further interviews are scheduled with a final

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submission date. RPL claims are regarded as the same as summative assessment and have the same level of rigour and requirement. The completed portfolio is reviewed by two internal staff and the external examiner before confirming the RPL claim of recognition.

There is a clear RPL policy, procedure and flowchart. The policy evidence (confirmed at the approval visit) states a maximum of 50 percent recognition of RPL is permitted for any applicant to 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)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

  MET ☐   NOT MET ☒

R1.6 is not met. Documentary analysis confirms evidence of information about the assessment and development of numeracy and literacy skills. Students are provided with support from an academic skills advice tutor and have access to skills development resources. They have regular progress review meetings where these skills are discussed and developed. The practice assessment documentation (PAD) addresses development of these skills. At the approval visit, students confirmed the involvement of these support services and tools.

The programme assessment strategy and module descriptors include a range of methods to assure assessment of students' academic ability related to literacy and numeracy. Technological literacy is developed throughout the programme by using various medical devices and technology both in simulation and in practice learning environments.

We found limited evidence relating to the assessment and development of digital literacy both at the start of the programme and on an ongoing basis. (Condition two)

Proposed transfer of current students to the programme under review

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

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

  MET ☐   NOT MET ☒

Student nursing associates studying the HEE programme will not transfer to the proposed NMC pre-registration nursing associate programme.

Students will transfer to the SSSA from September 2019. However, there is limited evidence provided about how this transfer will be managed and how students will be prepared for this transfer. (Condition four)

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

MET ☒   NOT MET ☐

Outcome

Is the standard met?   MET ☐   NOT MET ☒

Date: 24 May 2019

Literacy and numeracy assessment and values-based selection are included as part of the selection and admission process for the proposed programme. However, assessment of digital literacy is not included in the admissions criteria for the proposed programme.

We found limited evidence relating to the assessment and development of digital literacy on an ongoing basis during the programme. (Condition two)

Condition two: Provide a robust plan for the assessment at entry and ongoing support for digital literacy. (SPNAP R1.1.6 and R1.6)

Students will transfer to the SSSA from September 2019. However, there is limited evidence provided about how this transfer will be managed and how students will be prepared for this transfer (Condition four).

Condition four: To provide an implementation plan with timelines for how the programme team will prepare legacy trainee apprentices for transfer to the SSSA from September 2019. (SFNME R3.2; SSSA R1.1)

Post event review

Identify how the condition(s) is met:

Condition two: There is a clear and robust plan for the assessment of digital literacy on entry to the programme and for ongoing support of digital literacy during the programme. There is evidence of an initial diagnostic tool for digital literacy. Support includes diagnostic tests, a massive open online course, and additional resources for students to engage in digital literacy, for example provided by JISC. There is clear mapping of digital literacy to individual modules. Students will produce individual learning plans, where digital literacy can be tracked and monitored. Condition two is now met.

Evidence:

UoH response to conditions, 10 June 2019

UoH plan for the assessment at entry and ongoing support for digital literacy, June 2019

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Condition four: There is a clear plan for the implementation of the SSSA which has been developed by the university in consultation with employers, students and the practice programme co-ordinator. How the programme team will prepare students to transfer to the SSSA from September 2019 is detailed. The plan includes information for each existing cohort of students. Revised practice assessment documentation which includes the new roles for student support, supervision and assessment is provided. Condition four is now met.

Evidence:

UoH response to conditions, 10 June 2019

UoH implementation plan with timelines for how the programme team will prepare legacy trainees for transfer to the SSSA from September 2019.

Legacy programme year 2 PAD amendments to reflect the SSSA, June 2019

Date condition(s) met: 17 June 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Condition two is met. Assurance is provided that SPNAP R1.1.6 and R1.6 are met.

Condition four is met. Assurance is provided that SFNME R3.2 and the SSSA R1.1 are met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

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** ☒

R2.1 is not met. There is limited evidence of service user and carer involvement in the proposed pre-registration nursing associate programme. The programme team should work with service users and carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme. (Condition one) (SFNME R1.12; SPNAP R2.1)

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. The design and delivery of the proposed programme supports students in both theory and practice and recognises the importance of the integration of these two aspects. Documentary analysis confirms practice learning will take place across the lifespan and in a variety of settings. Themes across the programme and within modules ensures student learning experiences are non-field specific. Theory learning and practice experiences are diverse and broad, allowing the development of skills and knowledge across the lifespan.

There are robust arrangements between the university and employers to ensure that students have a range of experiences to meet non-field specific learning requirements. The programme team and employers confirmed at the approval visit that students' placements will be chosen to complement their development of knowledge and skills across the lifespan. Employers within the partnership confirmed a commitment to ensuring and promoting parity of learning experiences both in the university and in practice.

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.6 is met. The proposed programme adheres to the NMC programme hours requirements of 2300 hours and programme length of two years. This is confirmed by the programme specifications and handbooks, which also demonstrate 50 percent theory and 50 percent practice learning. The programme is of sufficient length to meet the Standards of proficiency for nursing associates.

Students have an additional protected theory learning time of six hours per week to meet 50 percent theory requirements. This time is mandated within each module specification. Employers we met agreed to release students for this time.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET ☒   **NOT MET** ☐

R2.7 is met. The programme structure demonstrates an equal balance of theory and practice learning, evidenced in the programme specification and programme handbook. Each module descriptor includes information regarding the hours included as part of the module, identifying theory and practice learning. Module aims, descriptors and outcomes are appropriately chosen and are at the appropriate academic level. Modules and assessments use a range of teaching, learning and assessment strategies to allow students to develop a range of skills.

The programme handbook includes a clear practice and theory allocation module, demonstrating how designated hours are achieved for the proposed programme.

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

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

YES ☐   **NO** ☒

R2.8 is not applicable. The proposed programme leads to the award of nursing associate only.

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

YES ☐   **NO** ☒

There is limited evidence of service user and carer involvement in the proposed pre-registration nursing associate programme. The programme team should work with service users and carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme. (Condition one)

(Standards framework for nursing and midwifery education R1.12; Standards for pre-registration nursing associate programmes R2.1)

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

Outcome

Is the standard met?	MET ☐	NOT MET ☒

Date: 24 May 2019

There is limited evidence of service user and carer involvement in the proposed pre-registration nursing associate programme. The programme team should work with service users and carers to engage them in the ongoing development, delivery, evaluation and co-production of the programme. (Condition one)

Condition one: Provide an implementation plan to embed service users in the ongoing development, delivery, evaluation and co-production of the programme. (SFNME R1.12; SPNAP R2.1)

Post event review

Identify how the condition(s) is met:

Condition one: The university has developed an implementation plan to embed services users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. A service user and carers forum will meet at least once per year. The group has clearly stated aims and functions. There are clear plans for service users to be involved in recruitment and selection of students, and the delivery of modules and assessments. Condition one is now met.

Evidence:

UoH response to conditions, 10 June 2019

UoH an implementation plan to embed service users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme (apprenticeship and non- apprenticeship), 10 June 2019

Date condition(s) met: 17 June 2019

Revised outcome after condition(s) met:	MET ☒	NOT MET ☐

Condition one is met. Assurance is provided that SFNME R1.12 and the SPNAP R2.1 are met.

Standard 3: Practice learning

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

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

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

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

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

R3.5 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.1 is met. Practice learning opportunities are demonstrated in the NAPAD which was developed nationally and will be used in this proposed programme. The NAPAD is mapped to the NMC Standards of proficiency.

There are robust processes between the university and employers to ensure students have access to a range of learning opportunities. These will ensure that students will experience a diverse range of people, across the lifespan and in a

range of settings. Employers work collaboratively across the partnership to ensure equitable access to practice learning environments, tailored to enable students to meet the requirements of safe and effective care to a diverse range of people across the lifespan.

Placements are recorded on the university's ARC placement management system which allows full visibility of placements.

- 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. Students we met at the approval visit who are on the current HEE programme told us about a range of practice learning experiences. They confirmed these allow them to demonstrate skills to meet the holistic needs of people in all ages. The approach used to select and allocate practice learning environments will continue in the proposed programme. These practice learning environments are supported by employers who work together with the AEI to ensure students have access to a range of placements.

The variety of practice learning experiences which students will be exposed to are recorded in the NAPAD. The programme team confirmed educational audits confirm the suitability of practice learning settings. The AEI assesses and monitors these settings as well as the 'working on the job' settings. There are robust processes for evaluating practice experiences, and students' feedback about practice learning experiences is used effectively.

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

MET ☒   NOT MET ☐

R3.3 is met. The programme documentation outlines simulation-based learning and content in both year one and year two of the programme. At the approval visit, both employers and students told us that using technology in their daily practice learning experiences, allows them to develop technological literacy.

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

MET ☒   NOT MET ☐

R3.4 is met. Documentary evidence confirms the university has an equality and diversity policy. Students' individual needs and personal circumstances are supported by central university services, the programme team, and their employer. This was confirmed by students.

There are robust processes and systems for sharing individual needs and personal circumstances, with the student's consent. If additional learning needs are required reasonable adjustments are made in both practice and the university.

Employers, students and the university report working together to support the implementation of reasonable adjustments.

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

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

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

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

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

MET ☐ **NOT MET** ☒

R3.5 is not met. Students are released to attend the academic component of the programme for more than 20 percent of their programme time. They are also released to experience external practice learning settings for 20 percent of their programme time.

However, the programme team and employers did not give a clear definition of protected learning time within the context of the proposed programme. We could not be assured that students receive protected learning time for the remainder of their programme hours. The university and PLPs/employers need to give a clear local definition and provide implementation information regarding protected learning time (Condition three).
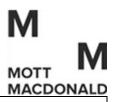
Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met

YES ☒ **NO** ☐

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

Outcome

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

Date: 24 May 2019

We could not be assured that students receive protected learning time. The university and PLPs/employers need to give a clear local definition and provide implementation information regarding protected learning time. (Condition three)

Condition three: In partnership with employers, the AEI is to develop detailed guidance of what constitutes protected learning time and how this will be monitored. (SPNAP R3.5)

Post event review

Identify how the condition(s) is met:

Condition three: Revised documentation details the expectations for protected learning time, including a local definition and examples of how students can meet protected learning time requirements. The UoH strategy for supernumerary status in practice learning is provided, the rationale to support the strategy. Hours are calculated for theory and practice learning and a robust plan for recording practice learning hours and learning opportunities in the workplace is detailed. There are clearly identified opportunities for meeting protected learning time requirements. Examples of protected learning time include for example: direct supervision, working with specialist practitioners, organisational training events, and working with members of the multidisciplinary team. Condition three is now met.

Evidence:

UoH response to conditions, 10 June 2019

UoH protected learning time, June 2019

Placement pattern for all students, June 2019

Practice assessment documents 1 and 2, June 2019

On-going achievement record, part B, June 2019

Date condition(s) met: 17 June 2019

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

Condition three is met. Assurance is provided that the SPNAP R3.5 is met.

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒　　**NOT MET** ☐

R4.1 is met. The proposed programme meets the NMC Standards framework for nursing and midwifery education requirements.

The university works closely with its PLPs in the development and management of its programmes, and this has been applied to the context of the proposed programme.

We found the AEI works collaboratively with PLPs to develop and support the proposed programme. They told us about the processes in place to continue to ensure effective partnership working which include a variety of operational and strategic forums. PLPs confirm their active involvement in these forums.

We met students at the approval visit who told us they provide feedback through various forums and processes including module and practice learning evaluations. They said they are listened to by the programme team if they raise any issues. Their feedback informs ongoing quality assurance processes. They are confident and confirm they are developing knowledge and skills to meet the proficiencies and programme outcomes.

Documentary analysis and discussion at the approval visit confirms academic staff are appropriately qualified and supported in their roles.

There are policies that support the quality assurance of assessment. The PLPs told us of their involvement in the assessment of practice. The AEI has overall responsibility for this process which involves review from the programme external examiner.
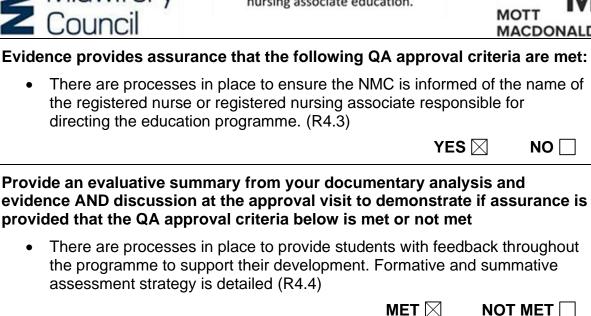
- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. The Standards for student supervision and assessment are applied to the proposed programme. The university is part of the PLPLG which has a shared approach to practice supervision and assessment as other universities and employers in the region. This will ensure consistent implementation and oversight of practice supervision. This is agreed with PLPs and employers locally and across the region.

The roles and responsibilities of the practice supervisor, practice assessor and academic assessor are clearly documented, and discussion confirms these roles are understood.

Documentary analysis and discussion at the approval visit confirm arrangements for implementing the SSSA. Preparation and updating will ensure practice supervisors and practice mentors are prepared for their roles. PLPs confirmed that a detailed plan is in place to assist staff to transfer to the new roles. They demonstrate clear understanding of their responsibilities.

The programme team confirmed academic assessors would participate in joint preparation workshops with practice supervisors and assessors. Academic staff are aware of their role and responsibilities as academic assessors.

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. Students receive summative and formative feedback throughout the programme, modules and teaching/learning/assessment experiences to support their development. Feedback is provided in a variety of forms including written, verbal, digital, and in the NAPAD and OAR. Practice assessors and academic assessors use the NAPAD and ongoing achievement record to evidence feedback in and on practice.

Students told us their feedback on assessments is useful for their development and how to improve for future assessments.

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

MET ☒   **NOT MET** ☐

R4.5 is met. The proposed programme, modules, practice learning and NAPAD are mapped to the NMC Standards of proficiency for nursing associates.

There is a robust system for assurance that placements are allocated and recorded appropriately. Employers give assurance that practice learning placements are available for both apprenticeship and self-funded students and that there is placement capacity for both types of student to ensure they meet the Standards of proficiency for nursing associates.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

- There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Outcome

Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 24 May 2019	

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:
R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and
R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.
Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met:

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES ☐   **NO** ☐ **N/A** ☒

There is no fall back exit award with registration as a nursing associate.

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

YES ☒   **NO** ☐

Outcome

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

Date: 24 May 2019

Section four

Sources of evidence

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

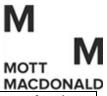| Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: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

Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme.	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	☐	☒

List additional documentation:

Post event documentation to evidence conditions are met includes:

UoH response to conditions, 10 June 2019

UoH An implementation plan to embed service users in the ongoing development, delivery, evaluation and co-production of the nursing associate programme (apprenticeship and non-apprenticeship), 10 June 2019

UoH plan for the assessment at entry and ongoing support for digital literacy, June 2019

UoH protected learning time, June 2019

Placement pattern for all students, June 2019

Practice assessment documents 1 and 2, June 2019

On-going achievement record, part B, June 2019

UoH protected learning time, June 2019

Placement pattern for all students, June 2019

Practice assessment documents 1 and 2, June 2019

On-going achievement record, part B, June 2019

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

Verbal assurances were provided at the approval event regarding support for the programme's intentions. However, clarity could not be provided for protected learning time. Condition three is applied.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Four student nursing associates currently studying the HEE curriculum. This included two students in year one and two students in year two of the programme.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒

Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
System regulator reports list:		
If you stated no to any of the above, please provide the reason and mitigation Not required for this approval as an established AEI.		
Additional comments:		

Mott MacDonald Group Disclaimer

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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:	David Robertshaw	Date:	7 June 2019
Checked by:	Judith Porch	Date:	7 July 2019
Approved by:	Leeann Greer	Date:	18 July 2019
Submitted by:	Lucy Percival	Date:	19 July 2019