Programme approval visit report

Section one

Programme provider name:	University of Derby
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Nottingham Healthcare NHS Trust Derbyshire Healthcare NHS Foundation Trust Derbyshire Community Health Services Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust: Derby Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☒
Title of programme:	FDSc Nursing Associate FDSc Nursing Associate Apprenticeship
Date of approval visit:	13 May 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	9 September 2019 9 September 2019
Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Jayne Walters

Summary of review and findings
The University of Derby (UoD), college of health and social care (the college) presented documentation for the approval of a foundation degree science (FDSc) nursing associate two-year (full-time) and four-year (part-time) programme with four routes: an apprenticeship route; a direct-entry route; an employer-funded work-based learning route and a self-funded work-based learning route.
There is an effective working relationship between the college and their practice learning partners (PLPs). A collaborative approach to the development of the programme is evident.
Formal partnerships are in place with Derbyshire Healthcare NHS Foundation Trust; Derby Hospitals NHS Foundation Trust; Derbyshire Community Health Service Foundation Trust; Nottingham Healthcare NHS Trust; Nottinghamshire Healthcare NHS Foundation Trust and Chesterfield Royal Hospitals.
The UoD has collaborated with approved education institutions (AEIs) throughout regions in England to develop the England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR).
The Standards framework for nursing and midwifery education are not met at programme level as conditions apply.
The Standards for student supervision and assessment (SSSA) are met at programme level.
The programme is recommended to the NMC for approval subject to four conditions.
One recommendation is also made.
Updated 11 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	☐

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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 a strategy and implementation plan, which demonstrates how service users will be involved in the design, development, delivery, evaluation and co-production of the nursing associate 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: Revise the supplementary information form that is completed on entry to the programme to reflect the correct title of the award presented for approval. (SPNAP R1.2) **Practice learning:** Condition four: Provide detailed guidance to provide assurance that the required protected learning time will be achieved for each route within the nursing associate programme. (SFNME R3.7; SPNAP R3.5) **Assessment, fitness for practice and award:** Condition three: In the student-facing document, provide information on students' requirement for declaration of good health and character during the programme (SPNAP R1.2, R1.3); and, information on the need for students registering their award with the NMC within five years. (SPNAP R5.2) **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	10 June 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider a range of ways students may obtain patient, service user and carer feedback in the PAD. (SPNAP R4.4)
Focused areas for future monitoring:	Service user and carer engagement in all aspects of the programme. Declaration of good health and good character by students during the programme.

	Protected learning time for students on the programme.

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.

Assurance is provided there is a strategy and implementation plan, which demonstrates how service users will be involved in the design, development, delivery, evaluation and co-production of the nursing associate programme. Condition one is now met.

The supplementary information form that is completed on entry to the programme is revised and reflects the award of nursing associate. This evidences that condition two is met.

The revised student-facing document provides information on student's requirement for declaration of good health and character during the programme and information on the need for students registering their award with the NMC within five years. Condition three is now met.

Detailed guidance is produced to provide assurance that the required protected learning time will be achieved for each route within the nursing associate programme. Condition four is now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI confirmed the factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	10 June 2019

NMC Programme standards
Please refer to NMC standards reference points
Standards for pre-registration nursing associate programmes (NMC, 2018)
Standards of proficiency for nursing associates (NMC, 2018),
Standards framework for nursing and midwifery education (NMC, 2018)
Standards for student supervision and assessment (NMC, 2018)
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates
QA framework for nursing, midwifery and nursing associate education (NMC, 2018)
QA Handbook

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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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.

We found that there are effective working relationships between the UoD and their PLPs with evidence of programme development and delivery. There is a joint approach to recruitment to the programme and the management of programme delivery. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all nursing associate students. Documentary evidence and discussion at the approval visit confirms fitness to practise concerns about a student are managed in partnership between the college and PLPs.

The college's placement link tutor's liaison role in providing support for students in practice learning settings and practice supervisors and assessors is clearly defined. From our discussions at the approval visit we are assured there is an effective channel of communication between the university, PLPs and students.

We found there are clear, written plans for partnership working between the college and PLPs for practice supervision and practice assessor preparation and updating.

We found robust arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by the college and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles. PLPs confirmed that practice assessors and practice supervisors will be released from their workplace to attend workshops for updates and training.

We met with students who are studying or have recently completed the Health Education England (HEE) nursing associate apprenticeship programme. The students are articulate and confident and spoke positively about their programme. They told us that they had been subject to a robust values-based recruitment and

selection process. They confirmed they are well supported in theory and practice learning. Support systems are readily available and easily accessible to them. We confirmed that recruitment processes and support systems will be used in the proposed programme.

Students confirmed that practice assessors help them to interpret and apply the criteria in the PAD to specific practice learning settings and client groups. They are aware of the UoD and PLPs processes for reporting and escalating concerns and understand their role in the process. They told us the feedback they have provided during programme evaluation meetings has informed the development of the proposed programme.

We met with service user representatives who are referred to as 'experts by experience'. They told us that they are aware of the experts by experience engagement strategy developed by the college. They confirmed they are involved in recruitment of students for pre-registration nursing programmes provided by UoD and the delivery of the programme. They contribute to module delivery through face-to-face teaching of student groups. They told us that they are prepared for their role in contributing to the programme by a UoD based training programme and they have all had equality and diversity training. However, the experts by experience told us they are not involved in the design, development and co-production of the proposed nursing associate 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 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,

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MET ☐   **NOT MET** ☒

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There is an experts by experience engagement strategy developed by the college.

The experts by experience have not been fully involved in the design and co-production of the proposed programme. (Condition one) (SFNME R1.12; SPNAP R2.1)

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

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MET ☒   **NOT MET** ☐

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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 an expert by experience engagement strategy developed by the college. The experts by experience have not been fully involved in the design and co-production of the proposed nursing associate programme.

Condition one: Provide a strategy and implementation plan, which demonstrates how service users will be involved in the design, development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12; SPNAP R2.1)

Post Event Review

Identify how the condition(s) is met:

Condition one: The UoD has produced documentary evidence of co-production with service users in the design, development, delivery and evaluation of the nursing associate programme.

The UoD has developed an experts by experience strategy and flowchart which details the purpose and intent of service users involvement in the nursing associate programme. This is supported by the terms of reference for an experts by experience forum.

The strategy details the ways service users are involved in the nursing associate programme development, the selection of staff and students, student inductions, teaching and learning experiences, simulation and practice as well as formative assessment. The strategy also includes the role of the service user in programme evaluation. Condition one is met.

Evidence:

UoD expert by experience strategy and flowchart, June 2019

UoD experts by experience forum terms of reference, June 2019

Date condition(s) met: 10 June 2019

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

The standard is met.

Assurance is provided that the SFNME R1.12 and the 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

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:

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

  YES ☒   **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 are detailed. (R1.2)

  YES ☐   **NO** ☒

R1.2 is not met. There is a requirement for the employer to complete a supporting supplementary information form to support the applicant's entry to the programme. The documentation is incorrect and does not contain the correct award title of the programme. (Condition two) (SPNAP 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 are evidenced and information given to applicants and students are detailed. (R1.3)

  YES ☐   **NO** ☒

R1.3 is not met. Students told us they are aware of the requirement to make a self-declaration of good health and character. However, there is no information on how students are made aware of the need to declare any issues affecting their good health or good character during the programme. (Condition three) (SPNAP R1.2, R1.3, R5.2)

- 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** ☐

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R1.5 is met. Documentary evidence and discussion at the approval visit confirms recognition of prior learning (RPL) is used for up to 50 percent of the programme. There is an RPL process in place that details the roles and responsibilities of those involved in the RPL decision making process. We confirmed information on RPL is available for prospective students. Documentary evidence and discussion at the approval visit provides assurance that RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board.

There is documentary evidence to indicate the UoD assessment regulations do not permit 100 percent RPL for current NMC registrants. Current registrants can claim RPL for stage one of the programme and will be given credit for up to 60 credits in stage two. This will allow for up to 75 percent RPL of the proposed 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 met. Documentary evidence confirms applicants to the programme are required to provide evidence of achievement of GCSE level four or above in English and mathematics (or an equivalent qualification).

Support for numeracy, literacy, digital and technological literacy is provided throughout the programme. It is delivered specifically in the personal and professional development module. These skills are assessed by formative and summative assessments throughout the programme and feedback is provided to students on their progress.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR.

Students told us that they feel well supported in theory and practice learning in relation to the development of proficiency in numeracy, literacy, digital and technological literacy. The UoD has extensive academic support services for students who require additional support with numeracy, literacy and digital technology.

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** ☐

R1.7 is met. There is a mapping document and plan for the transfer of current students studying the HEE nursing associate programme to study the proposed programme. The cohorts that will transfer have been identified. Student cohorts who started the HEE NA programme in September 2018 and all cohorts who started since this date will transfer to the proposed programme. The PLPs and students told us that they have been consulted and agree with the transfer arrangements.

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

YES ☐   **NO** ☒

The supplementary information form that is completed on entry to the programme does not contain the award of FDSc nursing associate. (Condition two) (SPNAP R1.2)

Students told us that they are aware of the requirement to make a self-declaration of good health and character. However, there is no information to confirm students are made aware of the need to declare any issues affecting their good health or good character during the programme. (Condition three) (SPNAP R1.2, R1.3, R5.2)

Outcome

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

The supplementary information form that is completed on entry to the programme does not contain the award of FDSc nursing associate. (Condition two)

Condition two: Revise the supplementary information form that is completed on entry to reflect the correct title of the award presented for approval. (SPNAP R1.2)

Students told us that they are aware of the requirement to make a self-declaration of good health and character. However, there is no information to confirm students are made aware of the need to declare any issues affecting their good health or good character during the programme. (Condition three)

Condition three: In the student-facing document, provide information on students' requirement for declaration of good health and character during the programme (SPNAP R1.2, R1.3); and, information on the need for students registering their award with the NMC within five years. (SPNAP R5.2)

Date: 20 May 2019

Post event review

Identify how the condition(s) is met:

Condition two: The UoD has produced additional documentary evidence. The supplementary information form that is completed on entry to the programme is revised and now reflects the award of nursing associate. Condition two is now met.

Evidence:
UoD revised supplementary information form, June 2019

Condition three: The programme team have provided documentary evidence of a revised student-facing document which provides information on students' requirement for declaration of good health and character during the programme and information on the need for students registering their award with the NMC within five years. Condition three is now met.

Evidence:
UoD Nursing associate programme handbook, June 2019

Date condition(s) met: 10 June 2019

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

The standard is met.

Assurance is provided that the SPNAP R1.2, R1.3 and R5.2 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 an experts by experience engagement strategy developed by the college. The experts by experience have not been fully involved in the design, development and co-production of the proposed 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. Documentary evidence and discussion at the approval visit confirms students will be exposed to the four fields of nursing in theory and practice learning settings. The programme team and PLPs told us that students will be exposed to a range of practice learning experiences across the lifespan. The students gave examples of practice learning experiences in the HEE nursing associate programme, which are varied and provide experiences across the lifespan. We were told that this model will be used to support learning in the proposed programme.

The programme team told us that practice learning experiences for direct entry students will be allocated by the UoD. Practice learning placements for work-based learning and apprenticeship students are allocated by the PLP employers but are recorded on the UoD ARC placement management database. This allows the UoD to oversee the placement allocation and ensure that students have practice learning experiences across the lifespan and in a variety of settings.

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 programme specification provides a summary breakdown of theory and practice hours for students studying all routes in the programme. This demonstrates an equal balance between theory and practice learning and meets the NMC requirements. The number of hours spent in the practice learning setting is recorded in the PAD by students and verified by the practice supervisor. This is recorded in the ARC placement management system which records the practice learning hours for each student on all routes.

- 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. Documentary evidence confirms that all routes in the programme will comprise 50 percent theory and 50 percent practice. There is documentary evidence that a range of teaching and learning strategies will be used in the programme. These include lectures, skills and simulation activity, group work, e-learning using online materials and reflection on practice-based learning.

The module descriptors provide details of appropriate academic level aims, learning outcomes, module content, teaching and learning strategies and assessment strategies.

Teaching, learning and assessment strategies are detailed in the programme specification and the programme handbook. The students we met confirmed they are well supported in the application of theory to practice learning.

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** ☒

This 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 an experts by experience engagement strategy developed by the college. The experts by experience have not been fully involved in the design, development and co-production of the proposed programme.

(Condition one) (SFNME R1.12; SPNAP R2.1)

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

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Outcome

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

There is an experts by experience engagement strategy developed by the college. The experts by experience have not been fully involved in the design, development and co-production of the proposed programme. (Condition one)

Condition one: Provide a strategy and implementation plan, which demonstrates how service users will be involved in the design, development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12; SPNAP R2.1)

Date: 20 May 2019

Post event review

Identify how the condition(s) is met:

Condition one: The UoD has produced documentary evidence of co-production with service users in the design, development, delivery and evaluation of the nursing associate programme.

The UoD has developed an experts by experience strategy and flowchart which details the purpose and intent of service users involvement in the nursing associate programme. This is supported by the terms of reference for an experts by experience forum.

The strategy details the ways service users are involved in the nursing associate programme development, the selection of staff and students, student inductions, teaching and learning experiences, simulation and practice as well as formative assessment. The strategy also includes the role of the service user in programme evaluation. Condition one is met.

Evidence:

UoD expert by experience strategy and flowchart, June 2019

UoD experts by experience forum terms of reference, June 2019

Date condition(s) met: 10 June 2019

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

The standard is met.

Assurance is provided that the 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. The roles of practice supervisors, practice assessors and academic assessors are clearly defined and there is documentary evidence of ways they will

support student learning and development in theory and practice learning settings. The programme team told us about the ways practice supervisors, practice assessors and academic assessors will collaborate to ensure practice learning opportunities enable students to engage with a diverse range of people, across the life span.

For direct entry students, the electronic process of allocating of practice learning experiences allows the placement team to ensure each student has a varied practice experience to a diverse range of people, across the lifespan and in a variety of settings.

For apprentices, self-funded work-based students and employer-funded work-based students, the allocation of practice learning experiences is determined by the employer supported by the university. The university will work with host PLP organisations to ensure students and apprentices get the practice learning experiences they need to meet NMC requirements and the Standards of proficiency.

All placements are recorded in ARC, the university's placement records system. Placements for apprentices, self-funded work-based learners and employer-funded work-based learners are principally employer-organised, although accountability remains with the university. The university will work with host organisations to ensure apprentices get the placement experiences they need.

Documentary evidence and PLPs at the approval visit told us academic and practice assessor responsibilities are well-defined. They are required to make objective decisions about student progression and assessment in collaboration across the stages of the programme. They will ensure students have the practice learning experiences to meet NMC requirements. The PAD provides practice learning guidance and assessment requirements to ensure the Standards of proficiency for nursing associates are achieved.

There is a policy for reporting and escalating concerns in practice learning environments. The students told us that they understand and would follow the UoD and PLPs policy and processes for reporting and escalating concerns.

- 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. We found all students will have a variety of practice learning experiences enabling them to meet the holistic needs of people in all ages. PLPs confirmed practice supervisors and assessors will support student learning across the full range of practice learning experiences to meet these holistic needs.

The programme team and PLPs understand the roles of practice supervisor, practice assessor and academic assessor in the assessment of practice learning. The OAR summarises overall achievements of the student and provides a

comprehensive record of student development and overall performance. Practice supervisors will record their decisions on student's progress in the OAR.

We found effective processes are in place to demonstrate how practice learning is assessed through the tripartite arrangements between the academic assessor, practice supervisor and practice assessor. The learning outcomes are mapped to the Standards of proficiency for nursing associates and summative assessment requirements are clear in the PAD. The PAD includes sections for students to self-evaluate and reflect on their practice learning experiences and progress in achieving the proficiencies.

Documentary evidence and discussion at the approval visit confirms the PADs will be reviewed through an internal moderation process which involves the external examiner. The college has robust internal governance processes to monitor and evaluate the performance of all NMC approved programmes on an annual basis.

Documentary evidence and students we met, confirmed they evaluate each practice learning experience. Appropriate actions are taken to ensure effective practice learning experiences and enhancements, if required.

- 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. Documentary evidence and discussions at the approval visit confirms simulation and technology-enhanced learning will be used to prepare students for practice by providing a safe environment for skills development and learning.

The involvement of experts by experience, as well as low-fidelity and high-fidelity simulation equipment and facilities will provide students with real-world examples from the four fields of nursing practice. The programme team, students and experts by experience told us about the simulation-based learning and simulation facilities available to students. There is a skills week included in each year of the programme that is used for clinical skills rehearsal.

There is an established virtual learning environment (VLE) for delivering online learning materials and communication tools to support students learning. The programme team and students told us that they use PebblePad, an interactive e-portfolio and learning tool. Students told us how they use this to log events, progress and reflections. The programme team told us that PebblePad will be available to practice assessors and practice supervisors for them to support students in the practice learning environment and record their achievement and progress in practice settings.

- 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 ☐

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

R3.4 is met. The UoD has extensive support services available to meet individual students learning needs. There is a published equality and diversity policy which includes legislative requirements that apply to the nursing associate programme. These include the requirement to make reasonable adjustments for students with disabilities.

The programme team told us that reasonable adjustments for direct entry students will be considered by the UoD's wellbeing service. Reasonable adjustments for work-based learning and apprenticeship students are made by the PLP through the occupational health department. The programme team told us that they advocate for the student if needed.

The programme team confirmed that processes are in place to make reasonable adjustments for assessment, if needed.

The programme team and PLPs confirmed they take a collaborative approach to making reasonable adjustments.

Students we met told us they are aware that reasonable adjustments can made if needed. They confirmed they know about the procedures to follow for support for students' individual needs.

- 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. The UoD is responsible for allocating direct entry students to a range of practice learning environments. Students will be supernumerary whilst on placement meeting the option A requirement of the Standards for nursing associate programmes.

Practice learning placements for students on the work-based learning or apprenticeship routes are allocated by the PLP/employer supported by the UoD, if necessary. Documentary evidence confirms students will attend university for one day per week (20 percent), they will undertake some learning in practice and have equivalent hours of practice learning placements for 20 percent of the time. They will have the remaining time as protected learning time.

The programme team, PLPs and students told us that there have been inconsistencies in ensuring that nursing associate students have protected learning time. The programme team told us that the plans for assuring students have protected learning time are still under development and this will be built into the programme.

PLPs told us that protected learning time has been discussed at consultation events and will be in place for all students on the proposed nursing associate programme. The students told us that there have been inconsistencies in the management of protected learning time.

There is limited evidence to provide assurance that all work based, or apprenticeship students will have protected learning time. (Condition four) (Standards for pre-registration nursing associate programmes R3.5)

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** ☒

There is no evidence to confirm that all work based, or apprenticeship students will have protected learning time. (Condition four) (SFNME R3.7; SPNAP R3.5)

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** ☒

There is limited evidence to provide assurance that all work based, or apprenticeship students will have protected learning time. (Condition four)

Condition four: Provide detailed guidance to provide assurance that the required protected learning time will be achieved for each route within the nursing associate programme. (SFNME R3.7; SPNAP R3.5)

Date: 20 May 2019

Post event review

Identify how the condition(s) is met:

Condition four: A revised specification document and programme handbook provide detailed information on the distribution of programme hours including

protected learning time for each route in the nursing associate programme. Condition four is met.

Evidence:

UoD revised nursing associate programme specification, June 2019

UoD Nursing associate programme handbook, June 2019

Date condition(s) met: 10 June 2019	

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

The standard is met. Assurance is provided that the SFNME R3.7 and the SPNAP R3.5 are 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. We found that there is effective partnership working and collaboration between the UoD and PLPs for the governance of the programme through established committees and processes.

There is a clear strategy and process for ensuring the quality of practice learning environments through the educational audit process which meet NMC requirements. The educational audit documentation uses consistent and objective criteria for the approval of practice learning environment and identifies the capacity of practice supervisors and practice assessors in each of the practice learning areas.

We found there is a strategy in place to meet the Standards for student supervision and assessment. The UoD and PLPs work in partnership to prepare practice supervisors and practice assessors for their roles in practice learning. Students practice learning is supported by practice supervisors. Students will be allocated to a nominated practice assessor who, in conjunction with the academic assessors make assessment decisions about students' achievement, informed by feedback received from practice supervisors.

There are policies that support the quality assurance of assessment. The quality and robustness of the assessment processes will be monitored through internal and external moderation processes involving the external examiner.

Student supervision and practice learning will be monitored through student feedback. Students told us about providing feedback through practice learning evaluations and module evaluations. Their feedback informs ongoing quality assurance processes. Students said they are listened to by the programme team. They told us that changes to the programme and the modules have been made as a result of their evaluation and feedback.

- 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)

R4.2 is met. Documentary evidence and discussion at the approval visit confirms there has been extensive consultation and collaboration with PLPs to meet the SSSA. There is a structured plan in place to implement the SSSA for the nursing associate programme. Information about the SSSA is clearly articulated in the programme and practice learning handbooks. All supervisors and assessors will be prepared based on the agreed approach within the Midlands, Yorkshire and East of England Practice Learning Group (MYE PLG). We were told that workshops and online learning resources are in place to support those supporting and assessing students.

The role of the placement link tutor in providing support for students in practice and their practice supervisors is clearly defined.

The all England nursing associate PAD provides a comprehensive document which allows a record of student progress and achievement throughout the programme. The PAD provides practice learning guidance and assessment requirements which are based on the Standards of proficiency for nursing associates. The introductory guidance details the responsibilities of the practice supervisor, practice assessor and practice assessors. They will record their decisions on the assessment of the student's progress and proficiencies.

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)

<div align="right">

YES ⊠   NO ☐

</div>

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)

<div align="center">

MET ⊠   NOT MET ☐

</div>

R4.4 is met. We found that there is a learning and teaching strategy which includes details of formative and summative assessment methods. A range of formative and summative assessment strategies are detailed in the module descriptors. Students confirmed that they receive feedback to support their learning and development in both theory and practice learning. The PLPs told us they have a good understanding of the practice assessment process and their role in implementing the PAD.

Students are required to receive feedback from service users during their practice learning placements. The PAD contains a patient/service user/carer feedback

form. The 'smiley face' feedback form provides one way for students to receive feedback on their performance from service users whose care they have participated in.

The approval panel made a recommendation to the programme team that they consider other ways students can obtain patient, service user and carer feedback. (Recommendation one)

Recommendation one: Consider a range of ways students may obtain patient, service user and carer feedback in the PAD. (Standards for pre-registration nursing associate programmes R4.4)

- 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. There are detailed mapping documents which map modules to the standards of proficiency and academic and practice learning outcomes.

A mapping document demonstrates where the standards of proficiency for nursing associates are located in the PAD and OAR.

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: 20 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** ☒

R5.2 is not met. There is no information in the student facing documentation on how students are made aware of the need to register their award with the NMC within five years. (Condition three) (SPNAP R5.2)

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** ☒

Students told us that they are aware of the requirement to register their award with the NMC within five years.

However, there is no written information in the student facing document for students to register their award with the NMC within five years.

Condition three: In the student-facing document, provide information on students registering their award with the NMC within five years. (SPNAP R5.2)

Date: 20 May 2019

Post event review

Identify how the condition(s) is met:

Condition three: The programme team have provided documentary evidence of a revised student-facing document which provides information on the need for students registering their award with the NMC within five years. Condition three is now met.
Evidence:
UoD Nursing associate programme handbook, June 2019.

Date condition(s) met: 10 June 2019

Revised outcome after condition(s) met:	MET ☒	NOT MET ☐
The standard is met. Assurance is provided that the SPNAP R5.2 is met.		

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:

Equality and diversity policy, November 2017

Guide to the implementation of the standards for student supervision and assessment (SSSA), January 2019

Key principles and philosophy of student wellbeing document, undated

Nursing associate interviewer guidance, March 2019

Nursing associate interview marking template, January 2019

Nursing associate supplementary information form, undated

Nursing associate failure to progress flowchart, undated

Nursing associate consultation log, undated

Placement agreement template, undated

Professional conduct and professional suitability (PCPS) flowchart, September 2017

PCPS procedure, September 2018

Recognition of prior learning (RPL) regulations, undated

Skills week timetable, undated

SSSA roles template, undated

Transition arrangements document for nursing associate and assistant practitioner trainees who commenced their programme before September 2019, undated

UoD admissions policy, undated

Post event documentation to meet the conditions:

UoD expert by experience strategy and flowchart, June 2019

UoD experts by experience forum terms of reference, June 2019

UoD revised supplementary information form, June 2019.

UoD revised nursing associate programme specification, June 2019

UoD nursing associate programme handbook, June 2019.

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

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/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Four x nursing associate apprentice students, year two of the programme.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation FE college senior manager not relevant to this programme.		

Nursing & Midwifery Council

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

M MOTT MACDONALD

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: Care Quality Commission reports for all PLPs various dates.		
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI with facilities and resources in place.		
Additional comments:		

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Issue record			
Final Report			
Author:	David Mudd	Date:	10 June 2019
Checked by:	Judith Porch	Date:	12 August 2019
Approved by:	Leeann Greer	Date:	21 August 2019
Submitted by:	Lucy Percival	Date:	21 August 2019