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Programme approval visit report

Section one

Programme provider name:	University of Winchester
In partnership with:	Frimley Health NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Portsmouth NHS Foundation Trust Southern Health NHS Foundation Trust Sussex Community NHS Foundation Trust
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	FdSc Nursing Associate Apprenticeship
Academic levels:	
Pre-registration nursing associate	England ☐ Level 5
Nursing associate apprenticeship	England ☒ Level 5
Date of approval visit:	14 April 2021
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	 13 September 2021
QA visitor(s):	Registrant Visitor: Joanne Benn Lay Visitor: Robert Walker

Summary of review and findings

The University of Winchester (UoW) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and care professions, established in 2019, delivers approved pre-registration nursing programmes (adult, mental health, child, learning disabilities) including one apprenticeship for the learning disabilities field of practice.

UoW seeks approval for a pre-registration nursing associate (NA) apprenticeship, with five employer partners (EPs). The EPs are Frimley Health NHS Foundation Trust, Hampshire Hospitals NHS Foundation Trust, Portsmouth NHS Foundation Trust, Southern Health NHS Foundation Trust and Sussex Community NHS Foundation Trust. Frimley Health NHS Foundation Trust and Sussex Community NHS Foundation Trust are approved EPs for the NMC NA programme. Statements of commitment are required from Hampshire Hospitals NHS Foundation Trust, Portsmouth NHS Foundation Trust and Southern Health NHS Foundation Trust.

The apprenticeship programme has been developed to meet the workforce development needs of the EPs and has received Health Education England funding for development.

The pre-registration NA apprenticeship is offered as a FdSc NA (apprenticeship) which is two years long. The programme is delivered on one campus with appropriate resources for programme delivery.

Programme documentation and the approval process confirm effective partnership working between UoW and its stakeholders. Students tells us they provide feedback on their experience and feel they're listened to and their contribution is valued. Service users and carers (SUC) tell us they're prepared and supported by UoW and contribute to range of activities.

UoW and EPs confirm the Standards for student supervision and assessment (SSSA) (NMC, 2018) are implemented in partnership, and there are sufficiently prepared practice assessors and practice supervisors to support and assess the students. Practice assessors and practice supervisors have additional preparation to ensure objective assessment of students, who are also their work colleagues. Practice supervisors and practice assessors tell us they're supported by UoW academic staff.

The hub and spoke model used to allocate practice experience ensures students gain a variety of practice learning experiences. This enables students to undertake safe and effective practice in a variety of settings, meeting the needs of people across the lifespan. EPs, practice supervisors and practice assessors tell us this

range of experience enables students to meet the Standards of proficiency for NAs (SPNA) (NMC, 2018).

UoW is using the all England NA practice assessment documentation (NA PAD) to assess proficiency in practice.

UoW works collaboratively with EPs, practice supervisors and practice assessors to manage and mitigate risk and respond appropriately to concerns raised by individuals or the Care Quality Commission. Where issues arise, joint action plans are developed and shared at the practice partner committee where they're monitored to completion.

This approval visit is undertaken remotely due to COVID-19 pandemic.

The proposed programme is mapped against the Standards for pre-registration NA programmes (SPNAP) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level as conditions apply. The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition and three NMC conditions. UoW made two university conditions. Two NMC recommendations and one university recommendation are made.

Updated 7 June 2021:

The NMC conditions are now met. UoW has confirmed the university conditions are now met.

The SFNME and SPNAP are now met.

The programme is recommended for approval to the NMC.

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:	**Effective partnership working: collaboration, culture, communication and resources:** Condition two: Provide written commitment statements for all NA EPs working with UoW. (SFNME R2.1; SPNAP R2.1) **Selection, admission and progression:** Condition four: Demonstrate how health and good character are verified and fitness to practise procedures for NA apprentices are managed by the university and the employer. (SFNME R1.1, R2.10; SPNAP R1.2, R2.1) (NMC and university condition) **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition one: Evidence how the SPNA are mapped in their entirety to the all England NA PAD. (SPNAP R2.8, R4.5, R4.9) Condition three: Demonstrate and provide clarity in programme and student facing documents how the curriculum achieves an equal balance of theory and practice learning. (SFNME R3.2; SPNAP R2.7) Condition five: Update programme specification to reflect that the UoW will be the end point assessment organisation which includes applying for end point assessor organisation status. (University condition) **Education governance: management and quality assurance:** Condition six: Programme specification undersold the programme and filling in all the gaps and ensuring the Education and Skills Funding Agency requirements for apprenticeships is added to the document. (University condition)

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Date condition(s) to be met:	26 May 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider enhancing the programme team's understanding of practice learning partner (PLP) status as distinct from apprentice EP status. (SFNME R2.12; SPNAP R2.1) Recommendation two: Consider a mechanism for sustainable and diverse SUC recruitment as NMC programmes numbers grow. (SFNME R1.12, R1.13; SPNAP R2.1) Recommendation three: Review appropriateness of assessment weightings - per credit, significant deviations in assessment patterns, opportunity for apprentices to engage in on the job learning. (University recommendation)
Focused areas for future monitoring:	Stakeholder co-production in the NA programme. Protected learning time in practice.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team provided a comprehensive map of the SPNA to the all England NA PAD. Condition one is now met. The EPs have provided signed commitment statements which are also signed by the official correspondent. Condition two is now met. The programme team have provided a range of programme and student facing documentation which demonstrate an equal balance between theory and practice learning. This is consistent in all documentation. Condition three is now met. Documentation provided by the programme team evidences a partnership approach to the verification of health and good character and the management of fitness to practise procedures. Condition four is now met. The revised programme documentation demonstrates the changes requested by UoW and this is confirmed by the approval chair. The two university conditions are confirmed as met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Child field from the list of approved pre-registration nursing programme fields of practice added.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	7 June 2021

Section three

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* (NMC, 2015 updated 2018)   *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)   *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018)   **Standard 1: The learning culture:**   R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders   R1.13 work with service providers to demonstrate and promote inter-professional learning and working   **Standard 2: Educational governance and quality:**   R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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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're 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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

UoW has worked in partnership with their stakeholders to co-produce the NA programme through a task and finish group. Programme aims, programme learning outcomes and modules have been shared. Stakeholders confirm they're involved and their contributions are valued. Stakeholders engage with delivery and evaluation, and UoW tell us they're in the process of enhancing opportunities for stakeholder engagement. UoW appear to lack clarity in their understanding of PLPs as distinct from apprentice EPs. (Recommendation one)

SUCs tell us they're involved in a range of programme activities including recruitment, co-production, development, delivery and assessment. They also tell us there have been discussions about involvement in the programme evaluation and committee membership. They're prepared for the roles they undertake and this includes compulsory equality and diversity training for those involved in recruitment. SUCs tell us they value the support they receive and the feedback on their input. UoW have appointed a lead for public engagement who will work with SUCs to enhance their involvement in all aspects of the programme. Recruitment of SUCs is currently an informal process. (Recommendation two)

Documentary review and the programme team tell us there are opportunities for students to learn with, from and about other health and social care professions on

campus and during practice learning experience. Students, practice supervisors and practice assessors confirm that they work together to identify students' individual learning needs and encourage participation in inter-professional learning opportunities.

UoW work effectively with EPs, practice supervisors and practice assessors to ensure the SSSA are implemented. Preparation for the roles of practice supervisor and practice assessor has a partnership approach and there are a range of learning materials developed to support the preparation. There's additional preparation for practice supervisors and practice assessors who support apprentices, who may also be work colleagues, to ensure fair and objective assessment.

Tripartite meetings take place every 12 weeks to support the student and review progress and protected learning time. These meetings involve the practice supervisor, practice assessor and academic assessor. A different academic assessor is allocated for each year of the programme. They're effectively prepared for their role, and the practice supervisors and practice assessors confirm communication is effective to ensure safe progression through the programme.

Students tell us they value the support they receive from academic staff, practice supervisors and practice assessors. UoW academic staff are responsive and effective in addressing their needs. Students say they're well prepared to escalate concerns regarding patient safety and their learning experience. Where issues are raised, they're effectively supported through the process.

Where students are failing to achieve the proficiencies during placement learning experience they're effectively supported and actions plans are developed to support achievement of the SPNA.

Academic staff also undertake the role of link lecturers to support EPs, practice supervisors and practice assessors. Practice supervisors and practice assessors tell us they value this support. They work together to undertake biennial educational audits of practice learning environments. Information is shared with other AEIs using the same environments.

Where concerns are raised by individuals or the Care Quality Commission (CQC), UoW work at operational and strategic levels to develop and monitor action plans to ensure issues are effectively addressed. Action plans and outcomes are reviewed by the practice partner committee and lessons learnt are shared with EPs, practice supervisors, practice assessors and other AEIs. There's evidence that UoW escalates concerns to the NMC exceptional reporting line.

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

MET ☒   NOT MET ☐

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

MET ☒   NOT MET ☐

Post Event Review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met: MET ☐ NOT MET ☐	
N/A	

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

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 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. Documentary review evidences a partnership approach to the selection of students. The apprentice students are employed by the EPs. UoW tell us the disclosure and barring service (DBS) and good health and character requirements are addressed by the EPs. The EPs were unsure how this process would work. One EP indicated that the pre-registration nursing apprentice programme uses a partnership approach to address these requirements, but discussions had yet to take place for the NA programme. When students are on practice learning experiences other than with their employer, there's no evidence how EPs and UoW will work with other EPs and PLPs to share appropriate information to ensure public safety. (Condition four)

- 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 <u>evaluative summary</u> 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 SPNA and programme learning 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. There's a robust recognition of prior learning process that enables applicants to claim up to 50 percent of the programme. Registered nurses wishing to undertake the programme can apply for 66 percent of the programme. Applicants submit a portfolio of evidence addressing the programme learning outcomes and SPNA for year one of the programme. Evidence of achievement of the proficiencies for year one is required to ensure safe progression to year two of the programme. Support and guidance are given by the programme leader and further quality checks are undertaken by the external examiner.

Mapping documentation is provided, ensuring a robust and consistent approach for claims for admission 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 met. Mapping and module descriptors demonstrate that students are required and supported to continuously develop these key skills throughout the programme. The level of complexity increases as students progress. Students can access UoW central services to support their development. Students are summatively assessed on these skills. Summative assessments include

examinations, essay, literature review, group presentation, deteriorating patient assessment and reflection.

Academic staff use digital technology for teaching activities to support blended student-centred learning. Examples include interactive theatre, games and quizzes.

The interactive technology of safeMedicate is used to support student development with drug calculation, and they're assessed at each stage of the programme. Students must achieve 80 percent pass to progress to year two and 100 percent pass to complete the programme.

To assure inclusivity, the programme team have undertaken an inclusivity self-assessment of the programme. There's a robust process to support students with additional learning needs; students confirm their individual learning needs are identified and they value the support they receive during campus and practice learning experiences. For apprentice students, reasonable adjustments will be made with agreement from the students and the EP.

UoW is using the all England NA PAD and OAR. This document is clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes and SPNA.

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

YES ☐   NO ☒

There's a reliance on the EP to be responsible for assuring DBS and good health and character; it isn't clear that this is a joint process. (Condition four)

Outcome

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

There's a reliance on the EP to be responsible for assuring DBS and good health and character; it isn't clear that this is a joint process with UoW.

Condition four: Demonstrate how health and good character are verified and fitness to practise procedures for NA apprentices are managed by the university and the employer. (SFNME R1.1, R2.10; SPNAP R1.2, R2.1)

Date: 14 April 2021

Post event review

Identify how the condition(s) is met:

Condition four: The programme team have provided a revised fitness to practise process which clearly identifies a partnership approach. The assurance of good health and good character is achieved through a DBS check and occupational

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health check prior to starting the programme and students are required to declare their status on an annual basis.

Condition four is met.

Evidence:
UoW Commitment statement NA, April 2021
UoW NA programme specification (V2), May 2021
UoW annual declaration of health and good character NMC programmes, 2019
UoW fitness to practise policy and process V7, 2021

Date condition(s) met: 7 June 2021

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

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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 are no signed statements of commitment from EPs working with UoW on the NA programme. This does not meet the requirements set out in paragraph 76 of the NMC QA Handbook. There are currently no signed statements of commitment from Hampshire Hospitals NHS Foundation Trust, Portsmouth NHS Foundation Trust, and Southern Health NHS Foundation Trust. Signed commitment statements are required from EPs before the programme can be approved. (Condition two)

No further evidence is required for Frimley Health NHS Foundation Trust and Sussex Community NHS Foundation Trust, as they have been previously approved by the NMC.

The process for addressing fitness to practise issues is unclear. The programme documentation indicates a partnership approach, however the majority of EPs are unclear what the process is going to be for this programme. One EP had experience with the registered nursing apprenticeship and tells us the processes may be the same as this programme. (Condition four)

UoW appear to lack clarity in their understanding of PLPs as distinct from apprentice EPs. (Recommendation one)

Whilst UoW have appointed a lead for public engagement who will work with SUCs to enhance their involvement in all aspects of the programme, recruitment of SUCs is currently an informal process. (Recommendation two)

- 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** ☐

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Provide an <u>evaluative summary</u> 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 analysis and discussion with the programme team, EPs, practice supervisors and practice assessors at the approval visit confirms that the non-field specific programme will support the students to develop knowledge, understanding and skills in a variety of settings meeting the needs of individuals across the life span.

Students complete generic modules which are comprehensively mapped to the programme learning outcomes, content and SPNA.

EPs use the hub and spoke model to ensure students gain a variety of practice learning experiences enabling them to undertake safe and effective practice in a variety of settings, meeting the needs of people across the lifespan. EPs, practice supervisors and practice assessors tell us this range of experience enables students to meet the SPNA.

Students undertake protected learning hours in their place of work and gain alternate experiences across the life span during each year for the equivalent of 150 hours per year. These learning experiences encourage students to apply knowledge and skills to caring for an individual at home, near home and away from home. Students are supported during this experience by named practice supervisors in these areas. Practice supervisors and practice educators confirm there's effective communication to ensure student performance is appropriately assessed.

The placement team monitor the student's experience and plan to ensure they undertake a variety of practice learning experiences.

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 <u>evaluative summary</u> 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 designed programme is 2410 hours and is delivered over two years. The programme team confirm the programme design is achievable within these hours. Practice supervisors and practice assessors confirm the protected practice experience is sufficient to enable students to meet the SPNA.

- 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 not met. The programme team present a revised version of the hours at the approval visit. They also present a revised comprehensive week by week programme plan showing the delivery of campus and practice learning experiences designed to enable the student to meet the SPNA. This is presented without written explanation. This new evidence currently shows a balance, but how this is subsequently actioned warrants further explanation to ensure it is clear for students in all programme and student facing documentation. (Condition three)

Documentary analysis assures there's a comprehensive programme specification, including the range of learning, teaching and assessment strategies and module descriptors. The modules are comprehensively mapped to the programme learning outcomes and the SPNA. Examples of learning and teaching methods include blended learning lecturers, seminars and simulation for skills development. Students have access to a virtual learning environment.

Practice learning experiences are allocated using 'placement lines'; for every allocation the previous experience of the student is taken into consideration and used to inform the next allocation. The practice learning experiences are organised between the EPs. The allocations are checked by the programme leader to ensure students' individual circumstances are considered and a variety of experience across the life span is undertaken.

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)

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YES ☐   NO ☒

</div>

R2.8 is not met. The programme leads to registration as a NA only. UoW are using the all England NA PAD, however there's no evidence of how the assessment statements in the NA PAD are mapped to the SPNA. We're not assured the SPNA will be achieved by undertaking the assessment of practice. (Condition one)

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

<div align="right">

YES ☐   NO ☒

</div>

There are currently no signed statements of commitment from Hampshire Hospitals NHS Foundation Trust, Portsmouth NHS Foundation Trust, and Southern Health NHS Foundation Trust. (Condition two)

A new version of programme hours and training plan are presented at the approval visit. These lack written explanation which is required in all programme and student facing documentation to ensure clarity for students. (Condition three)

The fitness to practise procedures for NA apprentices are unclear. (Condition four)

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

<div align="right">

YES ☒   NO ☐

</div>

Outcome

Is the standard met?	MET ☐ NOT MET ☒

There are currently no signed statements of commitment from Hampshire Hospitals NHS Foundation Trust, Portsmouth NHS Foundation Trust, and Southern Health NHS Foundation Trust.

Condition two: Provide written commitment statements for all NA EPs working with UoW. (SFNME R2.1; SPNAP R2.1)

There's no map of the all England NA PAD to the SPNA.

Condition one: Evidence how the SPNA are mapped in their entirety to the all England NA PAD. (SPNAP R2.8, R4.5, R4.9)

A new version of programme hours and training plan are presented at the approval visit. These lack written explanation which is required in all programme and student facing documentation to ensure clarity for students.

Condition three: Demonstrate and provide clarity in programme and student facing documents how the curriculum achieves an equal balance of theory and practice learning. (SFNME R3.2; SPNAP R2.7)

The fitness to practise procedures for NA apprentices are unclear.

Condition four: Demonstrate how health and good character are verified and fitness to practise procedures for NA apprentices are managed by the university and the employer. (SFNME R1.1, R2.10, SPNAP R1.2, R2.1)

Date: 14 April 2021

Post event review

Identify how the condition(s) is met:

Condition one: UoW has supplied a comprehensive mapping tool which clearly shows the links between the NA PAD and the SPNA.

Condition one is now met.

Evidence:
NA PAD mapping document V1, undated

Condition two: UoW have supplied signed statements of commitment for all EPs supporting the programme.

Condition two is now met.

Evidence:
Signed statement of commitment for Frimley Health NHS Foundation Trust, April 2021
Signed statement of commitment for Hampshire Hospitals NHS Foundation Trust, April 2021
Signed statement of commitment for Southern Health NHS Foundation Trust, April 2021
Signed statements of commitment for Sussex Community NHS Foundation, April 2021
Signed statements of commitment for Portsmouth NHS Foundation Trust, April 2021

Condition three: The programme team have supplied a range of documentation evidencing the programme hours. The programme specification and training plan indicates and equal balance of theory and practice, 1197.5 theory hours and 1222.5 practice hours with 480 hours spent on external placements.

Condition three is now met.

Evidence:
UoW FdSc NA apprenticeship programme specification, May 2021
UoW NA programme calendar, 2021

Condition four: The programme team have provided revised fitness to practise process which clearly identifies a partnership approach. The assurance of good health and good character is achieved through an enhanced DBS check and occupational health check prior to starting the programme, and students are required to declare their status on an annual basis.

Condition four is now met.

Evidence:
UoW commitment statement NA, 2021
UoW NA programme specification (V2), May 2021,
UoW annual declaration of health and good character NMC programmes, 2019
UoW fitness to practise policy and process V7, 2021

Date condition(s) met: 7 June 2021

Revised outcome after condition(s) met: MET ☒   NOT 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 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, R2.14; 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

MET ☒   **NOT MET** ☐

R3.1 is met. There's documentary evidence demonstrating that students experience a variety of practice learning experiences to enable them to care for a diverse range of people, across the lifespan. Practice supervisors, practice assessors and students tell us these opportunities enable them to develop the knowledge, understanding and skills they need to deliver safe and effective care.

Practice supervisors and practice assessors assure us students are supported in developing the skills with differing levels of supervision dependant on their level of expertise and proficiency. Students tell us they meet with practice assessors to discuss their learning needs and work together with the practice supervisors to identify suitable learning experiences to enable achievement of the SPNA.

Practice supervisors and practice assessors tell us they have additional information about their practice learning experience areas that aid students in deciding which learning experiences will best meet their needs.

Documentary analysis and discussion with the programme team and EPs assures us students will be allocated to appropriate practice learning experiences of sufficient length and breadth to enable the student to achieve the variety of experience needed for the generic role.

As an apprentice, the student's majority of practice learning is in their place of work. The practice supervisors, practice assessors and programme team assure this learning is protected learning time and students can access spoke placements to gain additional experience. EPs, practice supervisors and practice assessors acknowledge that achieving protected learning time can be a challenge. They tell us about the strategies they put in place to ensure this happens. Examples of these strategies include the 12-week tripartite reviews and timetabling student activity.

EPs confirm there are enough prepared practice assessors and practice supervisors to support students in practice. Currently these are all registered nurses. EPs, practice supervisors and practice assessors confirm they are developing preparation for other health professionals. NAs will undertake these roles once they have gained experience as a NA and undertaken the appropriate preparation.

- 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. Documentary analysis and discussion with the programme team assures that practice learning experiences are appropriately allocated using 'placement lines'; for every allocation the previous experience of the student is taken into consideration and used to inform the next allocation. The practice learning experiences are organised by the EPs. The allocations are checked by the programme leader to ensure a variety of experience providing holistic care across the life span. The effectiveness of practice learning experiences is monitored through the tripartite meetings. Students tell us they're aware of how to raise concerns about their learning experiences and are supported through the process. Protected hours are monitored at the meetings and through a recording system.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of practice learning experiences. These include educational audit of the practice learning areas and structured student evaluations following the practice learning experience. The evaluation tool includes a question addressing protected learning time. The programme team confirm that evaluations are considered at the practice partner committee where they're discussed with practice EPs. Practice supervisors and practice assessors confirm they receive feedback regarding any issues about the practice learning experiences. Practice supervisors and practice assessors confirm they receive feedback on students' evaluations.

Students tell us that when they raise concerns about their learning experience they're supported and told about the steps taken to resolve issues.

Educational audits are undertaken using a partnership approach biennially, and student allocation ensures numbers correspond with audited numbers and current capacity for each area.

Where concerns are raised by individuals or the CQC, UoW work at operational and strategic levels to investigate, develop and monitor action plans to ensure issues are effectively addressed. Action plans are reviewed through formal committees, and where required students are withdrawn from areas and areas are suspended until corrective actions are taken. Lessons learnt are shared with EPs and other AEIs. There's evidence that UoW escalates concerns to the NMC exceptional reporting line.

- 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 aims to use technology to create learning opportunities and empower learners to work in different contexts linked to their future employability. Documentary review and discussion with the programme team confirm technology enhanced and simulation-based learning opportunities are effective and proportionate to support the students' learning, skill development and assessment.

UoW works in partnership with Hampshire Hospitals NHS Foundation Trust to provide facilities for students to use simulation and technological enhanced learning opportunities to enhance their skill development. This facility is available to all students across the faculty and provides opportunities for inter-professional learning. A new skills facility is also due to open at UoW in autumn 2021. SUCs participate in simulation sessions but this time does not count towards practice hours. SUCs tell us they receive feedback on their input to the sessions from students and the academic staff.

- 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 and discussion with the programme team, practice supervisors, practice assessors and students assure us that students' individual leaning needs and personal circumstances are considered when allocating learning experiences. For most of the time the students will be learning in their workplace. Students tell us they value the personalised approach that academic and practice staff take to address their learning needs. As apprentices, the students receive support services from the EPs but can also access all UoW supportive services, for example counselling. Students can also access the

disabilities services and be assessed for additional support. All arrangements for reasonable adjustments are agreed with students and their employer.

- 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 met. The documentary analysis and discussion with the programme team and EPs confirm students will have protected learning time under option B. Practice supervisors and practice assessors tell us they understand the need for protected learning. The nature of, and opportunities to, take protected learning time within the working week are discussed with students, and some practice supervisors and practice assessors describe a timetabling system to ensure this occurs. Monitoring is undertaken through the tripartite meetings and the recording of protected learning hours in the NA PAD. Students are asked to evaluate their experience of protected learning time through the formal evaluation tool.

Programme documentation and discussion at the visit assure that students are released from practice to meet the protected learning time to attend UoW for theoretical instruction and additional academic self-directed activities.

External practice learning experiences account for 25 percent of the protected practice learning time; 150 hours per year. Students are supernumerary during this time.

Practice supervisors, practice assessors and students confirm they're aware of the need for protected time. They all acknowledge this can be a challenge but confirm it does take place.

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: 14 April 2021		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT 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

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Standards for student supervision and assessment R4.1 – R4.11

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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. There's a robust partnership infrastructure providing support, supervision, learning and assessment in UoW and practice learning. Governance and quality assurance structures and processes are in place to support programme learning and student achievement. Managing risks and concerns processes are provided. There's evidence of SUC involvement in a range of activities to support the programme.

Documentary analysis and discussion with the programme team, EPs, practice assessors and practice supervisors assures us the partnership works to a shared goal to ensure students' support, supervision, learning and assessments meets the SFNME requirements.

- 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. Documentation review and discussion at the visit with the programme team and EPs confirm processes are in place to identify and prepare sufficient practice supervisors and practice assessors. Preparation is a joint activity and includes study days and learning materials developed by UoW. The length of the preparation depends on the experience of the individual; those with previous experience as a mentor undertake shortened preparation. Those supporting apprentice students receive extra preparation to consider issues involved in supporting and assessing students who are also their work colleagues. The practice supervisors and practice assessors confirm this takes place.

Academics are prepared for their role as academic supervisors, and the programme team confirm there's sufficient staff resource for students to have a different academic assessor in each year of the programme.

The roles of practice assessor and practice supervisor are undertaken by registered nurses. The programme team and EPs confirm other health and social care professionals will also be prepared to undertake these roles as the programme is delivered. When there are sufficient qualified NAs with experience, they'll also be prepared to undertake these roles.

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 <u>evaluative summary</u> 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. There's detailed mapping of formative and summative assessments throughout the programme. These assessments provide opportunities for feedback on student performance. We're assured from the documentation review and discussion with the programme team, practice assessors, practice supervisors and the students at the visit that students receive constructive feedback during campus and practice learning experiences. Students tell us the feedback they receive enables them to develop and they can also meet their assessor to discuss their feedback. Feedback and feed forward constructive feedback are integral to the assessment strategy.

Students tell us the feedback on their academic work is timely, supportive and includes clear direction for improvement.

During practice learning experiences the practice supervisors, practice assessors and students confirm feedback is given through a continuous process and includes verbal and written feedback. Tripartite meeting occurring every 12 weeks gives an opportunity for the students, practice assessor and academic assessor to discuss progress and provide additional support including action plans, if required, to enable achievement.

SUCs and students tell us SUCs give feedback to students on their performance. This feedback is valued by the students. SUCs are supported in the process by practice supervisors and practice assessors.

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- 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 not met. There's a comprehensive map of the curriculum against the SPNA. UoW are using the all England NA PAD, however there's no evidence of how the assessment statements in the NA PAD are mapped to the SPNA. We're not assured the SPNA will be achieved by undertaking the assessment of practice. (Condition one)

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** ☒

R4.9 is not met. UoW are using the all England NA PAD, however there's no evidence of how the assessment statements in the NA PAD are mapped to the SPNA. We're not assured the SPNA will be achieved by undertaking the assessment of practice. (Condition one)

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** ☒

There's no map of the all England NA PAD to the SPNA.

Condition one: Evidence how the SPNA are mapped in their entirety to the all England NA PAD. (SPNAP R2.8, R4.5, R4.9)

Date: 14 April 2021

Post event review
Identify how the condition(s) is met: Condition one: UoW has supplied a comprehensive mapping tool which clearly shows the links between the NAPAD and the SPNA. Condition one is now met. Evidence NA PAD mapping document V1, undated
Date condition(s) met: 7 June 2021
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. *Standards framework for nursing and midwifery education specifically R2.11, R2.20*
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

  YES ☐   **NO** ☐   **N/A** ☒

Fall back exit awards do not enable registration with the NMC.

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: 14 April 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) 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 placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning time.	☐	☒
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
HE/FE information is not relevant to this programme.
There is alternative programme documentation that addresses the nature of the programme; there is a guide to using the NA PAD
There isn't a map of the NA PAD to the SPNA. (Condition one)
EPs need to supply statements of commitment (Condition two)

List additional documentation:
Programme specification, November 2020

Additional comments:
None identified.

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	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BN adult three x second year BN mental health one x second year BN learning disabilities apprentice one x year one		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation: HE/FE college senior managers are not relevant for this programme.		
Additional comments: None identified.		

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: CQC quality report Rooksdown Practice, Park Prewett Medical Centre, Hampshire, 12 June 2019 CQC quality report Royal Free London NHS Foundation Trust, 10 May 2019		
If you stated no to any of the above, please provide the reason and mitigation: UoW is an approved AEI and practice visits were not required during this approval.		
Additional comments: Rooksdown Practice, Basingstoke, 12 June 2019, received a CQC quality report rating as inadequate. This PLP is not used for any student practice learning.		

Mott MacDonald Group Disclaimer

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Issue record			
Final Report			
Author(s):	Joanne Benn Robert Walker	Date:	20 April 2021
Checked by:	Pamela Page	Date:	21 April 2021
Submitted by:	Amy Young	Date:	18 June 2021
Approved by:	Leeann Greer	Date:	21 June 2021