

Programme approval visit report

Section one

Programme provider name:	BPP University School of Health		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	University Hospital Southampton NHS Foundation trust Private, voluntary and independent health care providers		
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>		
Title of programme:	Foundation Degree Nursing Associate (Apprenticeship Route)		
Date of approval visit:	21 June 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>1 September 2019</td> </tr> </table>	N/A	1 September 2019
N/A			
1 September 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: Louise Winfield Lay Visitor: Ruth Jones		

Section two

Summary of review and findings

BPP University School of Health (BPP) presented a two-year full-time diploma of higher education, nursing associate (NA) programme for approval against the NMC Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates (NMC, 2018) via an apprenticeship route only. The programme has been developed in partnership with two employers; HCA Healthcare and University hospitals Southampton NHS foundation trust. Both employers were present at the approval and in full support of the apprenticeship route and aware of their responsibilities with regard to upholding the Standards Framework for nursing and midwifery programmes and the Standards for supervision and assessment in relation to the NA programme (NMC, 2018).

Programme documentation and the approval process provides evidence of effective partnership working with employers. The development of the programme has included consultation and co-production with employers and students but no direct involvement with service users and carers (SUC).

BPP are adopting the pan England NA practice assessment document (PAD) which was developed in collaboration with approved education institutions (AEIs) throughout all regions in England together with an ongoing achievement record (OAR).

There is evidence of effective partnership working at a strategic level between BPP, employers and PLPs through practice learning partnership agreements. The quality assurance of practice learning environments and sustaining the capacity of practice learning placements is assured.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education. 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 NMC conditions. The visitors made three recommendations.

Updated 22 July 2019

Evidence was provided that the changes required to meet the four conditions have been made. The conditions are met. Arrangements at programme level do now meet the Standards framework for nursing and midwifery education.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Produce an operational plan, that ensures sustainable service user and carer involvement in the delivery of the nursing associate programme. (Standards framework for nursing and midwifery education (SFNME) R1.12, R2.7, R5.5; Standards for pre-registration nursing associate programmes (SPNAP, R2.1))</p> <p>Selection, admission and progression:</p> <p>Condition two: Evidence that RPL can be mapped to the Standards of proficiency for nursing associates up to 50 percent and current NMC registrants may apply for greater than 50 percent recognition of prior learning (RPL). (SPNAP, R1.5)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: The academic award for the pre-registration nursing associate programmes must be consonant with the award of a foundation degree. (SPNAP, R2.6, R5.1)</p> <p>Condition four: Ensure appropriately qualified external examiners are appointed to the pre-registration nursing associate programme and remain on the NMC register for the duration of appointment. (SFNME 2.20)</p>
<p>Date condition(s) to be met:</p>	<p>4 July 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: To consider making the apprentice handbook for the pre-registration nursing</p>

	<p>associate programme more apprenticeship focused. (SPNAP 3.5)</p> <p>Recommendation two: To consider the development of an employer handbook for apprentice trainee nursing associate. (SSSA 3.5; 5.1; 6.8)</p> <p>Recommendation three: To consider strengthening the inter professional learning experience for trainee nurse associates. (SFNME 1.13)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>The AEI has provided a service user implementation strategy to ensure sustainable SUC involvement in the NA programme. Condition one is now met.</p> <p>Revised programme handbooks and accreditation of prior learning (APL), recruitment and selection process flowchart confirm that RPL can be mapped to the Standards of proficiency for nursing associates up to 50 percent and current NMC registrants may apply for greater than 50 percent RPL. Condition two is now met.</p> <p>The AEI has provided documentation to confirm the programme and award title is consonant with a foundation degree. Condition three is now met.</p> <p>The process of verifying external examiners' NMC PIN status and ongoing revalidation and renewal compliance has been provided. Condition four is now met.</p> <p>The Standards framework for nursing and midwifery education is now met.</p> <p>The Standards for pre-registration nursing associates is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI has confirmed the accuracy of the report.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>

Date condition(s) met:	22 July 2019
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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](#)

[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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment \(NMC, 2018\)](#)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found documentary evidence of collaboration and programme co-production by the AEI with employers and students in the development of the programme. The visit evidenced effective partnership working at both strategic and operational level.

There is evidence of shared responsibility for theory and practice learning, supervision and assessment. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of programmes are established as part of these partnerships. We viewed documentary evidence of plans to prepare PLPs for new roles to meet the SSSA which effectively triangulated at the approval visit.

The designated programme leader has oversight of the programme and has sufficient resources to support this. Assurance is given that resources are sufficient to support the delivery of this programme from both an academic and practice learning perspective.

The visit evidenced effective partnership working at both strategic and operational level. It also evidenced consultation events with employers in relation to programme development.

Employers commented on the effective communication processes in place with BPP which enables quick resolution of any issues raised as well as the AEI's responsiveness to ideas. There is evidence of effective partnership processes for maintaining the practice learning environments and support for development of the practice assessors and practise supervisors' roles under the SSSA.

Documentary evidence of joint BPP, employer and PLP working on preparation for these new roles and the implementation of the SSSA including revised mentor

updates indicate that all stakeholders are ready to implement the SSSA from September 2019.

We found enthusiastic students who told us their feedback on the proposed programme has been listened to in consultation meetings. Students have a strong sense of self-identity and clear lines of communication are in place.

Whilst there is a SUC plan identifying principles and resources to enhance their inclusion throughout the student journey, there is insufficient evidence of SUC engagement and involvement at any level as required by NMC Standards framework for nursing and midwifery education (2018). There is an absence of SUC involvement in selection and recruitment of students and in the NA curriculum. We reviewed a plan of SUC engagement, however progress with the implementation appears limited. This was confirmed by SUC discussions at the approval visit where they told us they had not been involved in the student programme. A clear, sustainable, co-produced SUC implementation plan for the proposed student programme which involves SUC of all ages and from all fields of nursing is crucial. (Condition one) (Standards framework for nursing and midwifery education R1.12, R2.7, R5.5; Standards for pre-registration nursing associate programmes (SPNAP, 2.1)

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,

MET **NOT MET**

Whilst there is assurance that BPP work in partnership with employers, PLPs and students, there is insufficient evidence of SUC engagement and involvement at any level of the NA programme as required by Standards framework for nursing and midwifery education (NMC, 2018). Service users we met at the approval visit were unclear of their role and had had no formal preparation to date. It is clear though that there is a plan to address this. A service user forum has been set up and the first forum was held in February 2019. The next is due in August 2019. The programme team said there are approximately 20 service users involved from across sites. They also said that the forums are held in London but there is a 'dial in' facility so that those based in other areas can be included. The development of a clear, sustainable co-produced SUC implementation plan for the proposed student programme which involves SUC of all ages and from all fields of nursing in the proposed NA programme is required. (Condition one) (SFNME R1.12, R2.7, R5.5, SPNAP, R2.1)

We found robust arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by BPP and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles.

Oversight of practice supervisors and practice assessors will be a shared responsibility between the BPP and PLP leads.

Please provide any narrative for any exceptions

Gateway 2: [Standards for student supervision and assessment](#)

MET

NOT MET

Please provide any narrative for any exceptions

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

There is insufficient evidence of SUC engagement and involvement at any level of the NA programme.

Condition one: To 'produce an operational plan that ensures sustainable service user and carer involvement in the delivery of the NA programme. (Standards framework for nursing and midwifery education R1.12, R2.7, R5.5; Standards for pre-registration nursing associate programmes 2.1)

Post Event Review

Identify how the condition(s) is met:

Condition one: An operational development plan for the school of nursing's intentions for service users and carers growth has been completed and submitted. An advert has been placed to recruit more SUC. There is evidence that the AEI can ensure sustainable SUC involvement in the NA programme. Condition one is now met.

Evidence:

Operation development plan -service user final, undated

Advert for Service User/Carer, undated

University approval panel report, 21 June 2019

Date condition(s) met: 22 July 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition one is now met.

The SFNME R1.12, R2.7, R5.5 are now met.

The SPNAP, R2.1 is now met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

R1.1.6 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

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

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

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

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

[Standards framework for nursing and midwifery education](#) specifically:

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning

outcomes and proficiencies meet the [Standards for pre-registration nursing associate programmes](#) (NMC, 2018).

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

YES NO
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

YES NO

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

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

MET NOT MET

R1.5 is not met. There is no process evident to RPL mapped against the Standards of proficiency for nursing associates, up to a maximum of 50 percent of the programme or acknowledgement that NMC registered nurses may apply for greater than 50 percent recognition of prior learning against the SPNAP. (Condition two)

- 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. A mapping document clearly maps modules, outcomes and NMC standards. PAD documents map numeracy, literacy, digital and technological literacy against proficiency standards, programme outcomes and assessments and content. The ongoing record of achievement (ORA) document requires this to be successfully achieved and signed off. The NAPAD and ORA give explanations to both students and practice supervisors about achieving proficiencies and programme outcomes.

Teaching, learning and assessment methods support development of these skills as evidenced from documentation and discussion with the programme team, employers and students during the visit.

The programme team stated that baseline numeracy and literacy assessments are undertaken as part of the application process and this was supported by students and employers who described the recruitment and interview process in detail. These representatives also told us that they undertake DBS and occupational health checks on applicants and share this data with BPP, and they said that interviews are carried out jointly between BPP and the employers. BPP said that service users are also involved in interviews. This was not triangulated with SUC present at the approval visit however the programme team told us local SUC groups are used by employers.

The programme team said applicants are questioned about digital and technological literacy during interview and prepared for the use of digital and technological literacy on admission. Students confirmed this. Two apprentice nursing students said they were well prepared prior to admission by their employer. There are statements on literacy, numeracy and digital and technological literacy in programme documents relating to admissions.

The programme team and employers said development work is undertaken with individuals who apply but do not get a place on the programme.

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**

The nursing associate HEE programme is not currently running at BPP.

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

There is no process evident to recognise prior learning mapped against the Standards of proficiency for nursing associates, up to a maximum of 50 percent of the programme or acknowledgement that NMC registered nurses may apply for greater than 50 percent recognition of prior learning against the SPNAP.

Condition two: Evidence that RPL can be mapped to the Standards of proficiency for nursing associates up to 50 percent and current NMC registrants may apply for greater than 50 percent RPL. (R1.5)

Date: 21 June 2019

Post event review

Identify how the condition(s) is met:

Condition two: The AEI has submitted revised documentation that confirms that RPL can be mapped to the Standards of proficiency for nursing associates up to 50 percent and current NMC registrants may apply for greater than 50 percent RPL.

Evidence:

Accreditation of prior learning (APL) and accreditation of prior experiential learning (APEL) foundation degree nursing associate document, Undated
University approval panel report, 21 June 2019

Date condition(s) met: 22 July 2019

Revised outcome after condition(s) met:

MET **NOT MET**

Condition two is met.

The SNAP R1.5 is 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
- 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. Programme documentation demonstrates that students will have a breadth of learning experiences across the lifespan in both theory and practice. This was further illustrated by the programme team during the visit and confirmed by employers.

The module descriptors provide detail of content confirming theory and practice components across the lifespan are fully represented, with a 50:50 theory and practice ratio (total 2,300 hours). Students are learning and practising in a wide range of practice learning settings. These elements have been embedded in the proposed programme.

The programme team told us they have two employers for the proposed NMC nursing associate programme. Representatives of the two employers told us that they are confident that they can provide placement opportunities for students to experience caring for people across the life course. Child nursing placements were identified as a potential challenge by employers, if the number of apprentices increase. However, there are joint AEI and PLP processes in place to effectively assess placement capacity to mitigate this concern. There is no risk with the proposed number of students on the programme (approximately 20 according the programme team). Current students on the NMC pre-registration nursing programme (NMC, 2010) told us they enjoy and benefit from the small class sizes.

There is evidence of formative and summative assessment in programme documentation, supported by the programme team and PLPs.

The programme is proposed solely for apprentices and the proposed handbook does not detail requirements specific to an apprenticeship route. It is recommended that an apprentice handbook for the pre-registration nursing associate programme be produced. Recommendation one. To consider making the handbook for the pre-registration nursing associate programme more apprenticeship focused R2.4.

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. Documentary evidence confirms the length of the programme and that the required hours for both theory and practice learning meet NMC requirements. This was confirmed at the visit by the programme team. The programme planner details how programme hours are achieved, and module descriptors include theory and practice learning hours.

Module descriptors detail the theory and practice learning hours. Students have an online timetable at the start of each module outlining their theory and practice hours. Theory and practice attendance is logged on a tracking sheet which we were told is monitored by the programme team to ensure required hours are met. Students also confirmed this.

- 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. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with hours of the theory and practice balance detailed at each part of the programme and at the end point.

The module descriptors provide details of the programme aims and learning outcomes. Learning outcomes are mapped to the Standards of proficiency for nursing associates. Each module descriptor describes the breakdown of contact time.

The programme team and students inform us that learning and teaching methods include face to face input by academics and guest professionals, for example, speakers from the medico-legal society and a QC to teach law. Online methods are available to support learning, for example 'online classroom live'. Blended learning is operated via virtual learning environment. Students did not report any significant issues with IT.

Students based at Doncaster told us that they have exposure to inter-professional learning (IPL) (adult and mental health) and that they benefit from these joint learning experiences. IPL was more limited for students based in Southampton. The programme team stated that there are inter-professional study days. Recommendation three. To consider strengthening the IPL experience for trainee nurse associates. (SFNME 1.13)

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**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES **NO**

Outcome

Is the standard met?

MET

NOT MET

Date: 21 June 2019

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for 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, R2.11; 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)

MET **NOT MET**

R3.1 is met. BPP, in partnership with employers, have robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for nursing associates. This is through a hub and spoke model and includes making sure students are exposed to a variety of appropriate practice learning environments.

The programme team tell us that placement coordinators map students to placements where they do not work to ensure they have diverse learning experiences. This is confirmed by BPP, NDA students and current mentors.

BPP provide a skills proficiency list that students need to complete through simulation before they go out onto placement, the students are given a further workbook to complete proficiencies in practice. If these cannot be met within the placement it is highlighted through formative assessment and other learning opportunities are provided to ensure all proficiencies can be met.

Students receive notification of placement via email with contact details of the placement and link lecturer details. There is also a VLE site with practice placement profiles. Students told us that they have induction about the practice placement before they commence their practice hours.

The programme team, employers, mentor and students are able to describe fitness to practise processes and processes for raising concerns about patient safety, as evidence of the delivery of safe and effective care by students, supported by practice staff and link lecturers. Students are empowered to report concerns to practice managers and mentors.

- 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. A holistic, life span approach supports practice placements with practice learning documentation assuring that it is monitored. Employers and mentors inform us that they have the capacity for placements across the life span but that child placements may be problematic if student numbers increase. The programme team assure us that they are expecting no more than 20 applicants in

September 2019 and there are robust processes for monitoring placement capacity.

Documentary review confirms established evaluation systems with students evaluating their experience for each practice learning environment. Students told us this takes place at the end of each placement allocation.

Link lecturers have responsibility for monitoring and quality assuring practice learning environments. Evaluation systems are responsive, reporting to university boards, employers, PLPs and programme advisory board meetings.

- 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. Assessment of students is via NAPAD, and students will be monitored and supported by practice assessors and supervisors and link lecturers. Academic assessors will liaise with practice assessors over students' performance and progression.

Students evaluate placements and there is evidence of regular meetings between the AEI and PLPs to discuss placements and students' progress.

The technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme team confirm simulation supports learning and assessment of both theory and practice. It is used to support mandatory training, for example, basic life support and infection control measures.

Technology enhanced learning is through a virtual learning environment (VLE), used and centrally supported by the university to support and strengthen learning and teaching. There are e-learning packages to support students and these are clearly articulated in each module and mapped to the learning outcomes. These include case studies which encourage the student to think about complex case management; the role of other healthcare professionals in case management and how their role fits into the system as a whole. The programme team told us about the VLE based summative assessment undertaken by students in their first semester. This is a series of questions based on a case scenario which requires students to engage in technology early in their programme. We are assured there are effective and proportionate technology enhancements and simulation-based learning opportunities available to support learning and assessment in the programme.

- 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. Assessments of student needs is via student support services and decisions made about students in practice made via a reasonable adjustments panel. Those with learning needs are supported in practice by the programme lead and personal tutors and ongoing support is offered from student support services. Students are given a list of these services and can also access information online.

The mitigating circumstances process allows for extensions to be granted to students as deemed applicable.

- 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. There are 2300 study hours and these are equally split as 1150 hours of theory and 1150 hours of work based learning and assessment (WBLA). All WBLA hours are supernumerary and are tracked and logged on a tracking document maintained by a designated member of the programme to ensure protected learning. Current NDA students confirmed that they are not rostered for their supernumerary hours. Students are learning and practising in a wide range of practice learning settings. These elements have been embedded in the proposed programme.

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

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

YES **NO**

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 21 June 2019			

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for nursing associates</i></p> <p>R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent</p> <p>R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate</p> <p>R4.8 ensure that there is equal weighting in the assessment of theory and practice, and</p> <p>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 <i>Standards of proficiency for nursing associates</i>.</p> <p>Standards framework for nursing and midwifery education specifically:</p> <p>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</p> <p>Standards for student supervision and assessment</p> <p>R4.1 – R4.11</p>

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 not met. Documentary evidence demonstrates that support, supervision, learning and assessment comply with NMC standards. Documentation also shows a range of formative and summative assessment and this was confirmed by programme staff and employers and mentors during the visit.

Employers report quick responses from BPP to any emails and queries and praise the support from the BPP programme team. Students said academic and practice staff are approachable and supportive. They spoke particularly of the effective and responsive support from personal tutors and link lecturers. They told us about the provision of a personalised approach to support by programme staff, with an emphasis on the personal health and well-being of students.

It is clear that BPP and PLPs work collaboratively, with some BPP and PLP staff being co-located to aid physical presence in practice placements. We were told by programme staff and PLPs that this aids communication and quick responses to any arising issues.

External examiners consider and report on the quality of theory and practice learning. The external examiner appointment process was described by the programme team who told us that external examiners are checked for NMC registration and signed off at academic council. However, there was one case where an unregistered external examiner commented on pre-registration nurses work. We were told that this was discovered quickly, and the work was sent to the NMC registered external examiner as required. (Condition four)

- 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. There is documentary evidence of the preparation and update of practice supervisors and practice assessors. This was reinforced during the visit when were told by the programme team, employers and mentors, about ongoing workshops in preparation for the implementation of the SSSA and the practice assessor and practice supervisor roles. Such preparation is undertaken in partnership (BPP and PLPs) and the programme team informed us that NMC resources had been used to produce a teaching pack. The development needs of

current mentors have also been identified and responded to in update with mapping against the SSSA.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Documentary evidence and discussions at the approval visit confirm the programme utilises a range of assessment methods to support students' development towards the required skills and knowledge for nursing associate registration with the NMC.

Students have formative opportunities to prepare them for summative assessments. A range of assessment tasks are identified and detailed in the module descriptors where mapping against learning outcomes is also evident. The NAPAD provides details of the practice learning assessment. There are both formative and summative assessment points in practice. Verbal and written feedback to students supports their development and students said they feel very supported by academic and PLP staff.

Students are also encouraged to feedback about theory and practice verbally and via evaluation forms. End of placement evaluations are circulated back from AEI to PLP and escalation and dissemination occurs within the PLP. Student representatives give students a voice which we were told is heard and acted upon.

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

MET NOT MET

R4.5 is met. The NAPAD and mapping documents identify the Standards of proficiency for nursing associates will be met during the programme.

PLPs and mentors are confident that the programme prepares students to meet proficiencies. Students told us they feel well prepared for practice learning and assessment. The nature of the practice learning environment enables students to

achieve the programme outcomes and Standards of proficiency for nursing associates to be fit for practice by the end of the programme.

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

There is a risk that inappropriately qualified and experienced external examiners may be appointed to report on the quality of theory and practice learning of NMC programmes.

Condition four: To ensure appropriately qualified external examiners are appointed to the pre-registration nursing associate programme and remain on the NMC register for the duration of appointment. (SFNME 2.20)

Date: 21 June 2019

Post event review

Identify how the condition(s) is met:

Condition four: The process of verifying external examiners' NMC PIN status and ongoing revalidation and renewal compliance has been provided.

Evidence:

- External Examiner flow chart, Undated
- External Examiner Advert, April 2019
- University approval panel report, 21 June 2019

Date condition(s) met: 22 July 2019

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

Condition four is now met.

SFNME 2.20 is now 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.

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

The proposed award title is diploma in higher education. The programme team assured us that the title was developed in line with foundation degree descriptors, however the award title must be consonant with the award of a Foundation degree. (Condition three)

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

YES NO

Fall Back Award

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

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

YES NO N/A

There is no exit award that leads to NMC registration.

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

The award title is not consonant with a foundation degree.

Condition three: The academic award for the pre-registration nursing associate programmes must be consonant with the award of a foundation degree. (SPNAP, R2.6, R5.1)

Date: 21 June 2019

Post event review

Identify how the condition(s) is met:

Condition three: The AEI has provided documentation to confirm the programme and award title is consonant with a foundation degree.

Evidence:

Programme handbook [academic year 2019/20]

Employer handbook [academic year 2019/20]

University approval panel report, 21 June 2019.

Date condition(s) met: 22 July 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition three is now met.

SPNAP, R2.6, R5.1 are now met.

Section four

Sources of evidence

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

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

Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Manual of policies and procedures 2018/19</p> <p>Assessment schedule - 1 September 2018 – 31 August 2019</p> <p>Peer observation guidance, undated</p> <p>Service user carer letters, undated</p> <p>Programme audit/approval report, 26 June 2017</p> <p>Working in partnership: Entry to the NDA and NA Programmes, 2018</p> <p>Employer led recruitment process, 2018</p> <p>Testimony confirming our apprenticeship recruitment is employer Led (letter), 27 March 2019</p> <p>Declaration for disclosure and barring and occupational health status (template), undated</p> <p>Fitness to practice procedure, March 2019</p> <p>Progression / tracking document, 2018</p> <p>Accreditation of prior learning (APL) and Accreditation of Prior Experiential learning (APEL) process, undated</p> <p>Therapeutic conditions knowledge Log, April 2019</p> <p>Medicines management Log V2-1, 2019</p>		

Contact learning support - undated

Education and employer partners meeting minutes (programme development), 13 December 2018

Supporting our learners in practice. PowerPoint presentation for practice learning partners, undated

Preparation for role of practice supervisor PowerPoint presentation, undated

Pre-registration nursing associate programme Institute of Apprenticeship standard STO827 (mapping document), April 2019

Managing learners' issues in practice – flowchart, July 2018

Statement of compliance: partners for work-based learning undated, 2018

Log of simulation sessions, undated

Strategy for technology enhanced learning, 2016-2020

Link lecturer role and responsibilities, undated

Practice assessor declaration (template), undated

Supervision and assessment task and finish group notes and action plan, 20 December 2018

Supporting learners in practice preparing practice supervisor and Practice assessors in Hampshire hospitals NHS foundation trust Preparation and portfolio of evidence, January 2019

Evidence submitted post approval against conditions:

University approval panel report, 21 June 2019

Advert for SUC, undated

Operational development plan- service user, final, undated

External examiner, undated

External examiner BPP nursing appointment, April 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

HE/FE college senior managers, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study:</p> <p>Six students</p> <ul style="list-style-type: none"> • 1st year nurse degree apprentice (NDA) adult • 1st year NDA adult • 1st year mental health • 2nd year adult - pre-registration nursing • 2nd year adult - pre-registration nursing • 1st year adult - pre-registration nursing 		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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

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

Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission (CQC) report Hampshire Hospitals NHS Foundation Trust, 29 September 2018		
If you stated no to any of the above, please provide the reason and mitigation Tour of facilities or site visits not undertaken. BPP has AEI status and delivers pre-registration nursing programmes. The students confirmed their use of facilities across the three sites of Southampton, London and Doncaster.		
Additional comments:		

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Issue record

Final Report

Author:	Louise Winfield	Date:	19 July 2019
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