

Programme approval visit report

Section one

Programme provider name:	City University London School of Health Sciences		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Barts Health NHS Trust East London Foundation Trust Homerton Hospital 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 in Healthcare: Nursing Associate (Route to Apprenticeship)		
Date of approval visit:	31 July 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>14 October 2019</td> </tr> </table>	N/A	14 October 2019
N/A			
14 October 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Kuldeep Singh		

Section two

Summary of review and findings

City, University of London (CUOL) school of health sciences (the school) presented a two-year full-time foundation degree nursing associate (NA) programme for approval against the Nursing and Midwifery Council Standards for pre-registration nursing associate programmes (SPRNAP) (NMC, 2018), and Standards of proficiency for nursing associates (SPNA) (NMC 2018). The foundation degree (FD) nursing associate programme will be delivered through an apprenticeship route only. CUOL has provided a nursing associate programme based on Health Education England (HEE) curriculum since 2017. The school has an effective process for monitoring CQC inspections and reports which may impact on student placement learning experience.

The programme documentation and approval process confirm strong and effective partnership working at strategic level between CUOL and practice learning partners (PLPs). The following apprenticeship employers plan to have nursing associate apprentices; Homerton University Hospital NHS Foundation Trust; Barts Health NHS Trust and East London NHS Foundation Trust. Written confirmation from CUOL and PLPs to support the programme intentions, including a signed agreement for protected learning is provided.

At an operational level there is effective partnership working between the approved education institution (AEI) and PLPs in the preparation and support of practice assessors and supervisors and academic assessors. There's a pan London approach to the implementation of the NMC Standards for student supervision and assessment (SSSA) which CUOL have contributed to as part of the North East London Consortium (NELC). There's a pan London approach to supporting nursing associate students and the programme will use the England nursing associate practice assessment document (NAPAD). The pan London approach ensures consistency across London AEIs when a practice learning provider supports students from more than one AEI.

There's evidence of effective partnership working with service users and carers (SUC) in all aspects of the programme including development, design and delivery of the programme.

Documentary evidence and the approval visit confirm that arrangements at programme level meet the NMC Standards framework for nursing and midwifery education (SFNME) 2018, and the 2018 SSSA. The SPRNAP is met.

The programme is recommended to the NMC for approval with three recommendations.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input 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>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</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>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Recommend that students have protected learning time clearly explained to them before and during each practice learning experience, and that this explanation is presented in relevant student facing documentation. (SPRNAP R3.5.2; SFNME R2.3, R3.2)</p> <p>Recommendation two: Suggest the programme team produce information for students that clearly explains the lifespan requirements and breadth of programme learning experiences required for practice learning. (SPRNAP 3.1; SFNME R3.3)</p> <p>Recommendation three: Consider enhancing SUC involvement in teaching in the nursing associate programme. (SFNME R1.12)</p>
<p>Focused areas for future monitoring:</p>	<p>Evaluation of the all England nursing associate practice assessment document.</p> <p>Evaluation of SUC involvement in teaching in the nursing associate programme.</p>

	<p>Review of students understanding of protected learning time.</p> <p>Review students understanding of lifespan requirements and breadth of programme experiences for practice learning.</p>
--	---

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p>

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.

Stakeholders, including service users, PLPs, employers and students, have clearly been involved in the design and development of the programme seeking approval.

Documentary evidence demonstrates strong partnership working with PLPs, SUCs and students. Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic levels for the delivery of the nursing associate (NA) programme. Lines of communication and accountability for the quality assurance, delivery and evaluation of the NA programme are established through monthly programme governance meetings.

Steering group meetings and practice placement mapping meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences. PLPs have contributed to curriculum development meetings for the NA programme. This is evidenced in minutes of the practice advisory board and confirmed at the approval visit. PLPs tell us they have contributed to the design of the programme and the practice placement structure. PLPs confirmed that organisation policies are amended to permit students to undertake procedures such as medicine administration. PLPs partnership arrangements for the SSSA include agreement for preparation of practice supervisors and assessors, and the process of allocating practice supervisors and practice assessors. PLPs confirm that a register of practice supervisors and practice assessors for each placement will be kept. The AEI and PLPs have documented processes to respond quickly to any concerns if standards of care or students' practice learning are considered at risk.

Three AEIs including CUOL share nursing associate practice placements in the area and a coordinated and collaborative approach to manage risks to practice

learning is adopted. Information is shared with other AEs through educational audit data and steering group meetings held monthly. Discussion at the approval visit confirms that these meetings will continue in order to facilitate ongoing programme review. Employers, supervisors and assessors confirm students have protected learning time in practice learning placements. There is a signed contract and commitment agreement for each PLP to support programme intentions which includes the commitment to support protected learning time.

Students tell us there're opportunities for student involvement and feedback through programme boards, module evaluations, and student and staff liaison committees. Suggestions are acted upon and feed into programme enhancement procedures.

Students tell us they're informed of changes to their supervision and assessment in practice and understand the SSSA. Students understanding of protected learning time is mixed. Some students tell us they have protected learning time; others are unclear what protected learning time means. However, explanations provided indicate they're not included as part of the workforce during external placements or during work-based learning. (Recommendation one) (SPRNAP R3.5.2; SFNME R2.3, R3.2)

Students are enthusiastic about the programme, the role and the practice learning experiences. They report the programme prepares them well for their future role as an NA. They tell us they have a variety of placement learning experiences however their knowledge and understanding of lifespan requirements and the need for a breadth of practice learning is mixed. Some were not able to explain clearly why they had to meet the lifespan requirements or undertake different placement experiences. (Recommendation two) (SPRNAP 3.1; SFNME R3.3)

We found that service user input to the programmes was respected and valued. Partnership working with SUC is effective. There's a well-established service user and carer advisory board (SUCAB) at CUOL which is a subgroup of the AEI community engagement committee. We found that SUCs are very enthusiastic about their role in SUCAB and tell us its focus is on person centred care. SUC tell us they feel well supported by the university and are prepared for their role by the programme teams. The expert advisory group on nursing associates meets regularly and SUC are an integral part of this group.

Documentary analysis provides evidence of consultation with SUC on programme design and development. The programme team and SUC confirm they provided feedback on module content in the NA programme. The school use SUC in recruitment, selection and assessment activities and this was confirmed by the SUC present at the approval visit. They tell us there are opportunities to give feedback at selection events and through assessments such as objective structured clinical examinations (OSCEs). SUC provide feedback on practice learning and this is recorded in the NAPAD. SUC contribution to teaching on the programme is currently limited, although plans are in place for mental health first aid sessions to be co-facilitated by a carer. (Recommendation three) (SFNME R1.12)

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

MET NOT MET

Please provide any narrative for any exceptions

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

MET NOT MET

Please provide any narrative for any exceptions

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 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 met. Recognition of prior learning (RPL) processes are outlined in the AEI RPL policy. RPL can be used for advanced standing against module exemptions, up to a maximum of 50 percent. All RPL claims require mapping to the SPNA prior to consideration at a progression and assessment board. RPL claims are reviewed by the external examiner for the programme and processed through CUOL progression and assessment boards. There's detailed guidance notes available for applicants on CUOL webpages.

CUOL regulations permit more than 50 percent RPL for applicants to the nursing associate programme who are currently NMC registered nurses with no restrictions on practice.

- 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. There's a developing approach to student learning in numeracy, literacy, digital and technological literacy. Increased knowledge, skills and proficiencies are developed through increasing student self-managed activities and independent learning. Numeracy, literacy, digital and technological literacy is mapped across the programme proficiencies. Specific programme and module

learning outcomes are written to ensure students make progress in digital and technological literacy throughout the programme.

Numeracy is formatively assessed through learning outcomes in the NAPAD and throughout the duration of the practice modules. There is a summative assessment of numeracy in year two with a 100 percent pass mark required. Students tell us there's support available for them to develop competence in these attributes using online resources such as Elsevier clinical skills and SN@P education and assessment, an online specialist training provider for developing numeracy skills.

CUOL development of digital literacy uses the HEE digital capabilities framework. The virtual learning environment (VLE) is used to facilitate blended learning and develop digitally empowered students. All modules have e-learning embedded and this is outlined in the teaching and learning approach in module specifications. This ranges from pre reading and workbooks, and completion of blogs, to the development of health education materials as a component of assessment in the year two module promotion of health and development for self and others.

All written assignments are submitted electronically. At the start of the programme students complete a learning needs exercise, including both a written and digital activity to identify any specific learning needs. Students are then guided to the relevant support team. Support for literacy skills can be sought from the university learning success team. A member of the learning success team is based in the school on a weekly basis to give one to-one support. Personal tutors can refer students for academic learning support and students can self-refer. Students with specific learning needs are referred to the neurodiversity support team. The programme handbook guides students to these support services, and students confirm there's support available to them if required.

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**

No students are transferring to the new programme.

There is a pan London approach to the implementation of the SSSA which will be adopted by the North East London Consortium (NELC) for students on the NA programme. A detailed implementation plan and example timeline provides

evidence of this coordinated approach. The programme team confirms a preparation module for practice supervisors, practice assessors and academic assessors is scheduled throughout the year.

For the current nursing associate students this will occur in October 2019 when they start year two. Students tell us they understand the changes to supervision in practice and can explain the differences in roles.

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

Date: 31 July 2019

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. The AEI has 60 individual practice learning opportunities across the area for nursing associates including hospital, community and social care

placements. Programme handbooks and planners outline the variety of practice learning experiences available and a typical student journey through the programme. Indicative module content is outlined in the module specifications and enable students to explore the different needs of SUC and client groups across the lifespan. A workshop facilitated by people with learning disabilities (Access all areas) enhances students' knowledge and skills of this group of SUC. Virtual reality headsets are used to assist students with communicating with people with mental health needs. An online resource 'delivering care across the lifespan' is completed in year two of the programme.

Students tell us they're supported from their primary place of work to undertake a wide variety of learning experiences with specialist teams linked to specialist areas. For example, a student working on a cardiovascular unit can have practice learning experiences with the rapid access team, cardiac rehabilitation team and diagnostic services. This provides a unique opportunity to explore a variety of settings which patients of different age groups might encounter. Other students tell us of similar experiences. The ongoing achievement record (OAR) includes a practice placement record for students to record clinical activity with client groups for example children and those with mental health needs.

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 programme length is two years. Year one is 38 weeks in length and year two 36 weeks. The programme meets the requirements for 2300 hours of learning.

Students study a combination of practice and theory modules. There are five modules in year one and four modules in year two including one practice module in each year. The practice module spans the whole year with summative assessment at the end of the year. Students tell us the programme prepares them to develop the skills required to register as a nursing associate.

Programme learning is sufficient to allow 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 met. The programme structure and programme specification demonstrate an equal balance of theory and practice learning. The programme structure has 1150 hours of theory and 1399 practice hours. The additional practice hours scheduled allow for retrieval of unmet practice learning hours, reducing the need for students to interrupt the programme for issues such as short-term sickness.

Modules are delivered over one day a week and one per semester. At the end of each theory block guided learning weeks are scheduled. During guided learning weeks students undertake a range of planned facilitated activities to support summative assessments or enhance learning. For example, a healthy older adults week provides students with an opportunity to experience normal ageing using silicone props, such as masks, torsos, hands and feet. Students will visit day centres and community groups to explore aspects of healthy ageing with older people.

External practice learning placement hours are allocated across the two-year programme. All practice learning placement hours have protected learning time.

Module and programme learning aims and outcomes are appropriate and detailed in the programme specification and programme handbook. Module descriptors outline the module content and teaching and learning approaches. Students encounter a variety of teaching and learning methods which support understanding by the integration of theory and practice including; lectures, enquiry-based learning, e-learning, clinical skills, simulations, and practice-based learning in preparation for registration. There's a gradual shift towards more facilitated and independent learning in year two, in preparation for registration. Module and programme learning outcomes are appropriate, and students tell us they are well supported in the application of theory to practice in practice learning environments.

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula 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: 31 July 2019

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for nursing associates</i> to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings</p> <p>R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages</p> <p>R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>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</p> <p>R3.5 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:</p> <p>R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>R3.5.2 Option B: nursing associate students who are on work-placed learning routes:</p> <p>R3.5.2.1 are released for at least 20 percent of the programme for academic study</p>

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. Programme documentation provides examples of student learning journeys which confirm a variety of experiences across the lifespan and in different settings. For example, child and adolescent mental health settings, NHS hospital trusts and GP surgeries in community settings. Students confirm they have a variety of practice learning experiences. Students say they enjoy their practice learning experiences and meeting a diverse range of people; however, some could not clearly explain the purpose of these experiences or why they needed to be exposed to different groups of people such as those with mental health needs. (Recommendation two) (SPRNAP 3.1; SFNME R3.3)

PLPs tell us that placement mapping meetings with all AEs that share the same NA practice learning placements occur in the first semester of each year. At this meeting student learning journeys are mapped across the whole year to ensure students deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. PLPs tell us that from October 2019 they plan to implement placement planning for the full two years of the programme. This will give more opportunity for student choice of placements. The programme team tell us that practice supervisors and practice assessors will collaborate to ensure there are practice learning opportunities for students to engage with a diverse range of people.

CUOL fitness to practice policy and procedure outlines procedures for managing student fitness to practise concerns to ensure safe and effective delivery of care. The policy applies to all students and information is shared between PLPs and the

AEI should a student give cause for concern in their workplace. Employers confirm this.

Fitness to study procedure outlines the process for raising a concern about a student's health, safety and wellbeing which might impact on their ability to continue to study. (Recommendation two) (SPRNAP 3.1; SFNME R3.3)

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

MET **NOT MET**

R3.2 is met. The practice placement model uses the students primary place of employment as the hub for the duration of the programme. Students will have spoke practice placements in a range of settings related to their primary place of employment. External placements are aligned to the HEE curriculum model of hospital, home and close to home. Placements will be allocated by PLPs working collaboratively with the programme team to ensure that all students are allocated to a range of experiences. During the tripartite meetings student journeys are reviewed to ensure students are achieving outcomes and proficiencies and have had a variety of experiences. Any deficits are discussed with PLPs and changes made to the student journey if required. A programme scrutiny and advisory group monitors issues relating to the programme, specifically practice placements and ensures that students experience a variety of settings, and opportunities to achieve programme learning outcomes.

There are opportunities for students to reflect on practice learning experiences. The NAPAD includes sections for students to provide reflections on their progress and performance. Action plans enable them to focus on further development and ongoing learning needs. At the end of each practice placement students complete an evaluation. These are discussed at the programme scrutiny and advisory group. Feedback is provided to PLPs and action plans developed if required. Nursing associate students meet with the practice education team during each module. These sessions provide further opportunities for feedback on placements and practice learning experiences. The programme team told us about the ways practice supervisors, practice assessors, academic assessors and personal tutors collaborate to ensure students engagement with a diverse range of people, across the life span.

All practice learning placements undergo a biennial educational audit using a pan London educational audit tool to monitor their suitability and support, and development of the learning environment. This ensures practice learning opportunities allow students to meet the SPNA safely. Link lecturers have responsibility for monitoring and quality assuring practice learning environments in partnership with PLPs.

- 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 uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. This supports the translation of theory to practice. Simulation activities vary in complexity for example the use of a 'fat-suit' to better understand problems associated with obesity, to more complex decision making and management simulations using real life scenarios. Students access 'Cityscape' an immersive VLE which provides scenarios related to a diverse group of people in a community health setting.

Different levels of technology are used in the programme. Students use iPad to write reflections and contribute to blogs. Students also access the CUOL technology enhanced care studio to support their learning in using telehealth devices and telemedicine services. Students tell us they value simulation-based learning in developing their skills and increasing confidence.

All summative assignments (and academic feedback) are submitted electronically. Technology enhanced and simulation-based learning opportunities are effective and proportionate.

- 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. Students who require reasonable adjustments to support their practice learning have an initial assessment with the university learning success team and occupational health, and a personal learning plan is prepared. Any issues of disability and learning that may require adjustments are addressed in partnership between the AEI and employer with the students' consent. Adjustments made are recorded in the NAPAD. All placement partners sign a placement agreement agreeing to consider any reasonable adjustments where practicable.

Students gave us examples of where reasonable adjustments had been made to support their needs in theory and practice learning. PLPs tell us that students remain in a geographical cluster area to enable adjustments due to personal circumstances such as travel to practice placement, or changes to shift patterns to undertake caring responsibilities.

- 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. Protected learning time is outlined in programme and practice handbooks and in the NAPAD. Practice protected learning time hours will be monitored in the NAPAD document and recorded on the school's clinical hours database. Attendance at theory is monitored on the school's database and reported to employer monthly.

Students will be released for 'off the job' training one day each week for academic study at university. This is equivalent to 547 hours or 20 percent of the programme. Guided learning weeks account for an additional 525 theory hours or 20 percent of the programme. Practice placement hours of 1399 includes 460 external placement hours equivalent to 20 percent of the programme. External practice placement learning accounts for 20 weeks of the programme. Work based learning in the student's primary placement accounts for the remaining 40 percent of the programme hours equivalent to 15 hours per week.

The programme team and PLPs told us about the arrangements for protected learning time in academic and practice learning settings. Employers, practice supervisors and assessors confirm their understanding of protected learning time. Signed contractual agreements confirm PLPs commitment to assurance of protected learning time.

Students understanding of protected learning time is mixed. Some students tell us they have protected learning time; others are unclear what protected learning time means, however explanations provided indicate they're not included as part of the workforce during external placements or during work-based learning.
(Recommendation one) (SPRNAP R3.5.2; SFNME R2.3, R3.2)

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

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET

NOT MET

Date: 31 July 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Support, supervision, learning and assessment complies with the SFNME (NMC, 2018). There's a placement agreement for each individual practice placement which sets out responsibilities for supporting student learning. Mapping of the SPNA against module outcomes is provided in programme documentation.

CUOL fitness to practise policy outlines procedures for managing student fitness to practise concerns. The policy applies to apprenticeship students and information is shared between employers and the AEI should a student give cause for concern in their workplace. PLPs confirm this.

A raising and escalating concerns in placement policy outlines the process for raising concerns about a practice learning environment. An incident on placement raising concerns form is completed for any issues raised by students or academic staff. This provides an audit trail for actions taken. Issues are investigated by the practice education lead at the university or a nominated member of academic staff. Any actions taken are recorded and shared appropriately. This process is documented in programme handbooks and the NAPAD. Students tell us that they understand and know how to raise and escalate concerns.

There's documentary evidence of process for removing a practice learning environment from student placement learning experience. Issues in practice are investigated and shared at the practice education committees. There are examples of exceptional reporting to the NMC concerns related to PLPs with adverse CQC reports provided. None of these regulator reports pertain to NA practice learning placements.

Governance meetings are held regularly between PLPs and CUOL to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports. Student facing documentation is aligned with the Code (NMC 2018). Students assure us they understand the scope of consent when delivering care.

Learning support is available for students through three different teams; the learning success team, learning support team and neurodiversity support team. Plans outlining reasonable adjustments are individually tailored for students to enable achievement of learning outcomes and proficiencies in both practice and theory modules.

The programme scrutiny and advisory group terms of reference and workshop minutes set out the intentions for collaborative working and provide an explanation

of the organisation of practice learning and the support mechanisms available for students in practice.

Students are well supported in the academic setting through the allocation of a personal academic tutor (PAT) who will act as academic assessor in year one. The AEI has developed a clinical support facilitator role specifically to work with and support nursing associate students in the clinical setting. In addition, students will benefit from link lecturer support in the practice setting. PLPs support students through practice education facilitators, and key practice assessors who will act as the nominated person in the practice setting. The practice assessor and academic assessor work in partnership to communicate and share decisions about student progression through phone, SKYPE or face to face discussion. This is recorded in the NAPAD and the apprenticeship contract. Practice supervisors and mentors confirm their understanding of the SSSA standards.

The AEI confirms that the academic assessor will support a group of 25 students and a different academic assessor is in place for each part of the programme.

Documentary analysis indicates that university education, ongoing development and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. An annual review process provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles.

- 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's a coordinated approach across London for transfer to and implementation of the SSSA. This is a standardised approach with common information and preparation material.

A transition plan outlines processes to move over to the SSSA including communication plans. The pan London approach ensures consistency across London AEIs especially when a practice learning provider supports students from more than one AEI. Examples of planning meeting minutes provide evidence of detailed communication approaches. Roles and responsibilities of practice supervisors, practice assessors and academic assessors are outlined in the introductory section in the NAPAD.

CUOL work jointly with PLPs to implement the SSSA based on the pan London practice learning group (PLPLG) approach. Preparation for practice supervisors and practice assessors for their roles in practice learning is undertaken jointly. CUOL have developed a new online module to prepare new practice supervisors and practice assessors in their role.

PLPs confirm they're reviewing processes to ensure all standards and requirements are met. This includes allocation of practice supervisors and practice assessors. PLPs will keep a database of practice supervisors and assessors who

are prepared to undertake the role. Academic assessors are prepared and appointed by CUOL. PLPs confirm there's enough preparation sessions in place to ensure practice supervisors and practice assessors are prepared for their new role. Students tell us they understand the changes to their supervision in practice and can explain the difference in the roles of practice supervisor and practice assessor.

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. CUOL feedback policy states there must be formative and summative assessment in all modules and formative assessment forms part of the schools teaching and learning strategy. An assessment schedule provides a list of formative and summative assessments in each module in the programme. Formative assessment varies from online tests, group presentation and simulated practice OSCE's. These are clearly linked to the summative assessments providing students with opportunities to develop and succeed in the summative assessments. Summative assessments are varied and test a variety of different skills and attributes. For example, a report on a contemporary public health campaign and its impact, to a multiple station OSCE. SUC tell us they have opportunities to give feedback to students through the NAPAD and through assessments as simulated patients in OSCEs. Students tell us that they receive feedback to support future learning and development in academic and practice settings and confirm formative assessment prepares them for summative assessment. The PLPs told us they have a good understanding of the practice assessment process and their role in providing feedback to students.

- 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. Mapping documents ensure the content of the curriculum enable students to meet the SPNA. End of year programme boards consider and confirm

student progression towards the SPNA and the award. The NAPAD provides detail of the proficiencies expected to be achieved for each year.

An assessment strategy is presented across the two-year programme and credits are allocated accordingly to both theory and practice elements. An OAR document is presented and records an overview of the NAs progression and achievements of proficiencies at stages 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

Date: 31 July 2019

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

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

YES NO N/A

There is no fallback award for NMC registration as a nursing associate.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 31 July 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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>Exceptional report to the NMC North Middlesex University Hospital NHS trust, 16 November 2018</p> <p>Fitness to practise policy 2018 - 19, undated</p> <p>Placement agreements for East London foundation NHS trust, 31 July 2019</p> <p>Placement agreement for Homerton university hospital NHS foundation trust, 31 July 2019</p> <p>Placement agreement Barts Health NHS trust, 31 July 2019</p> <p>School of health sciences recognition of prior learning policy, August 2017</p> <p>CUOL recognition of prior learning guidance, undated</p> <p>Supervising and assessing in healthcare practice module specification, 23 October 2018</p> <p>Reasonable adjustments policy version four, September 2017</p> <p>Pan London approach to the implementation of the SSSA, October 2018</p> <p>CUOL assessment and feedback policy, 2 November 2018</p> <p>CUOL learning and teaching strategy 2017 - 2020, July 2018</p> <p>Practice advisory board terms of reference and composition 18-19, 12 February 2019</p>		

Practice advisory board agenda, 20 June 2018
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Four year one students One newly qualified nursing associate registrant (2017 HEE nursing associate programme)		
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 No further education (FE) colleges are affiliated to this approval visit.		
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: Newham University Hospital, 14 January 2019 North Middlesex University Hospital NHS Trust, 22 May 2018		
If you stated no to any of the above, please provide the reason and mitigation An existing provider of NMC programmes, therefore it was not necessary to visit facilities.		
Additional comments:		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author:	Angela Hudson	Date:	9 August 2019
Checked by:	Pam Page	Date:	20 August 2019

Approved by:	Leeann Greer	Date:	25 September 2019
Submitted by:	Lucy Percival	Date:	25 September 2019