

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Teesside University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Northumbria Healthcare NHS Foundation Trust Tees, Esk and Wear Valley NHS Foundation Trust County Durham and Darlington NHS Foundation Trust Northumberland, Tyne and Wear NHS Foundation Trust Newcastle Upon Tyne Hospitals NHS Foundation Trust South Tees Hospitals NHS Foundation Trust North Tees and Hartlepool Foundation Trust Gateshead Health NHS Foundation Trust
<b>Programme reviewed:</b>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
<b>Title of programme:</b>	FdSc Nursing Associate
<b>Date of approval visit:</b>	25 June 2019
<b>Programme start date:</b> Pre-registration nursing associate Nursing associate apprenticeship	<input type="text" value="17 September 2019"/> <input type="text" value="17 September 2019"/>
<b>Academic level:</b>	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6
<b>QA visitor(s):</b>	Registrant Visitor: Angela Hudson Lay Visitor: Adrian Mason

## Summary of review and findings

Teesside University (TU) school of health and social care presented a two-year full-time pre-registration nursing associate programme for approval against the Nursing and Midwifery Council Standards for pre-registration nursing associate programmes (SPNAP) (NMC, 2018), and Standards of proficiency for nursing associates (SPNA) (NMC, 2018). The foundation degree (FdSc) nursing associate programme has two routes; a full time, two-year apprenticeship route, and a full-time two-year direct entry route. Apprenticeship route students have work based learning and protected learning time throughout the duration of the programme and direct entry route students are supernumerary throughout the duration of the programme. The school has effective processes for monitoring Care Quality Commission (CQC) inspections and reports which may impact on student practice learning experiences.

The programme documentation and approval process confirm strong and effective partnership working at strategic level between TU and practice learning partners (PLPs). The programme has been developed in partnership with the following practice learning partners: BMI Healthcare; County Durham & Darlington NHS Foundation Trust; Crown Care Group; Gateshead NHS Foundation Trust; Gradestone Limited; Intrahealth; Maria Mallaband Care Group; Newcastle Gateshead Clinical Commissioning Group; Newcastle Upon Tyne NHS Foundation Trust; North Tees and Hartlepool Foundation Trust; North Tyneside Clinical Commissioning Group; Northumberland Tyne and Wear NHS Foundation Trust; Northumbria NHS Foundation Trust; South Tees Hospitals NHS Foundation Trust; South Tyneside and Sunderland NHS Foundation Trust; South Tyneside Clinical Commissioning Group; Sunderland Clinical Commissioning Group and Tees, Esk and Wear Valley Foundation Trust. Written confirmation by TU and employer to support the programme intentions, including a signed agreement for protected learning is provided. BMI healthcare will be sending students from across the UK to attend the programme as 12-week theory and practice placement blocks.

At an operational level there is effective partnership working between the AEI and PLPs in the preparation and support of practice assessors, practice supervisors and academic assessors. There is evidence of strong 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 arrangements at programme level meet the NMC Standards framework for nursing and midwifery education (SFNME) 2018, and the Standards for student supervision and assessment 2018 (SSSA).

A key feature of the programme includes a module on person centred care; the service user experience co-produced with SUC. This module is written, developed, taught and assessed by SUC.

The programme will use the pan England Nursing associate practice assessment document (NAPAD).

The programme is recommended to the NMC for approval subject to two university conditions. Visitors made one recommendation.

15 July 2019

Evidence is provided to meet the two university conditions. The conditions and related standards and requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<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><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: All documentation to be amended to clarify the two entry routes, namely direct entry and apprenticeship. (university condition)</p> <p>Condition two: A full review of all documents; correcting typographical/formatting errors ensuring consistency and accuracy in language/terminology and mapping across all documents in accordance with the list provided. (university condition)</p>

<b>Date condition(s) to be met:</b>	9 July 2019
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one:</p> <p>The programme team are advised to establish whether the different placement models used by PLPs will have an adverse impact on parity of student practice learning experiences. ((SFNME) R3.3; (SPNAP) R3.2)</p>
<b>Focused areas for future monitoring:</b>	<p>Different placement models used by PLPs and impact on student experience.</p> <p>Evaluation of the service user led module, person centred care; the service users experience.</p> <p>Academic assessor allocation model.</p>

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
<p>The AEI has provided an amended course evaluation document, programme handbook, programme specification and practice handbook with all errors corrected. Inconsistencies in terminology have been addressed.</p> <p>All documentation is amended to clarify the two entry routes, namely direct entry and apprenticeship route. The university conditions are met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	<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>
<b>Date condition(s) met:</b>	15 July 2019

**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.**

Documentary evidence demonstrates strong partnership working with PLPs, service users and carers 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, development and delivery and evaluation of the NA programme are established through monthly regional NA implementation group meetings. Partnership meetings and practice placement facilitator group meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences.

PLPs from across the region have contributed to curriculum development meetings for the NA programme. This is evidenced in documented stakeholder engagement visits and confirmed at the approval visit. PLPs tell us they have contributed to the design of the programme, the practice placement structure and content. PLPs confirm organisation policies are amended to permit students to undertake procedures such as medicine administration, venepuncture, cannulation and enteral feeding.

PLPs agree partnership arrangements for the SSSA including 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 as part of the ARC placement system.

The university and PLPs have processes to respond quickly to any concerns if standards of care or students' practice learning are considered at risk.

The school has a full-time service user and carer coordinator who oversees all SUC activity and involvement. The principles and values of SUC involvement are outlined in a statement which ensure SUC are fully prepared and supported in their role. This is confirmed by service users at the approval visit. The principles of SUC involvement are outlined in the guidance for academic staff document details the range of ways SUC can be included in a meaningful way in programmes. A service user and carer centre provides access to a range of resources to support learning. This is co-created with the help of SUC in the school.

Documentary analysis and the approval visit confirm SUC are involved in curriculum design, recruitment and selection, teaching, learning and assessment, and development of evaluation activities. Service users tell us they attend design and development meetings and have reviewed draft programme documentation. Their feedback is reflected in the creation of a module in the programme called; person centred care: the service users experience. The module is designed and taught by SUC. The assessment is based on a five-minute video of a service user's lived experience which students will analyse and discuss. SUC will be involved with the moderation of this assessment.

SUC tell us they feel supported by the university and are proud of their impact on the student journey and positive feedback from students. SUC undertake an induction which fully prepares them for their role and are supported in the classroom by academic staff. Partnership working with SUC is effective.

The school has a student voice strategy which outlines the principles for listening and acting on student contributions to evaluations. The school evaluates modules mid semester and at the end of each module using an online system. Student representatives attend programme development workshops providing feedback on the design and structure of the programme.

Students tell us their feedback has contributed to changes in the current NA programme. Students say how their feedback is acted upon. Feedback about clustering of assessments is taken into account and adjustments made to the position of module assessments in the new programme. This enables students to complete any reassessments in a timely manner and facilitate progression.

Students tell us they evaluate each module, SUC contributions and practice learning placements. Evaluations are analysed and shared with PLPs and at the school learning and experience committee.

Students tell us they feel supported at the university and enjoy external practice learning. They have protected learning time whilst on external practice placement and whilst undertaking learning in their own workplace.

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, reducing the length of the programme by a maximum of 50 percent.

Students have an individual needs assessment to ascertain any prior learning that could be used to RPL. There is detailed guidance notes available for applicants on TU webpages which includes information on the types of evidence required. The school has an RPL coordinator to support applicants through the RPL process. All RPL claims require mapping to the Standards of proficiency for nursing associates.

All RPL claims are reviewed by the external examiner for the programme and processed through TU examination and assessment boards.

TU 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 is a developing approach to student learning in numeracy, literacy, digital and technological literacy. Increased knowledge, skills and proficiencies are developed through progressively challenging and complex scenarios and increasing student self-managed activities and independent learning. Students tell us there is ample support available for them to develop competence in these attributes.

The increasing use of virtual learning is outlined in the school's future facing learning strategy 2018, which sets out the commitment to increase the use of e-learning approaches in the NA programme 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, to the use of a virtual family to support learning in the public health modules in year one and two.

In the first module, in year one; study skills and professionalism, students experience a wide range of digital and technological activities to support their development. Examples include self-assessment frameworks and literature searching skills. Specific programme and module learning outcomes are written to ensure students make progress in digital and technological literacy throughout the duration of the programme. Indicative module content for the practice modules includes the development of digital skills and numeracy skills. 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. Maths workshops and online learning resources are available to students to access if required. Students confirm the ability to develop digital and technological literacy skills as they progress through 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**

No students are transferring to the new programme. Students and PLPs say they are consulted about changes to the proposed new programme and confirm they will remain on the existing health education England (HEE) programme until completion. TU and PLPs tell us these students will remain on the 2008 Standards for supervision and learning in practice (SLAiP) until completion. Students starting on new approved programmes from September 2019 will be supervised and assessed through the SSSA.

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: 27 June 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. Students study a combination of practice and theory modules. Indicative module content is outlined in the module specifications and enables students to explore the different needs of SUC and client groups across the lifespan.

Practice learning journeys are individualised to each student and consider previous practice experience and learning needs. This approach ensures that students have learning experiences in a variety of practice settings, which are relevant to their future career pathway. 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 respiratory ward can have practice learning experiences with cystic fibrosis specialist nurses, end of life care teams and pulmonary rehabilitation teams. 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. There are two structures for the programme. Option one is standard delivery of theory one day a week at TU for students working with local PLPs. Option two is delivered using a block week delivery method and is developed with PLPs such as BMI Healthcare who send students from across the UK to TU. The programme meets the requirements for 2300 hours of learning. There are five modules per year including one practice module. 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. An individualised approach to retrieval of unmet hours is taken by the programme team and PLPs. The course of action taken is dependent on the circumstances for the unmet hours. There is sufficient time factored into the programme structure for unmet practice hours to be made up. Three separate entry points throughout the year enable students to access any missed theoretical learning. Programme learning is sufficient to allow students to meet the Standards of proficiency for nursing associates.

- 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. Modules are delivered over one day a week or as blocks and interspersed with 25 study days. Study days are self-directed learning days marked on the programme planner and students are released from their employment to undertake these study days. Release for study is confirmed by PLPs and students.

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

The practice placement model varies according to each PLP. The hub and spoke 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. Other PLPs use the three health and care settings aligned to the HEE curriculum model of hospital, home and close to home.

Students are introduced to a range of teaching and learning strategies which support understanding by the integration of theory and practice. Students encounter a variety of teaching and learning methods including; lectures, skills development, group work, role play and e-learning using VLE, as well as practice-based learning. There is a gradual shift towards more facilitated and independent learning in year two, in preparation for registration.

Module and programme learning outcomes are appropriate.

**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: 27 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. The AEI has extensive practice learning opportunities. For example, prison service, child and adolescent mental health, sexual health clinics, NHS hospital trusts and GP surgeries in community settings. Programme documentation provides examples of student learning journeys which confirm a variety of experiences across the lifespan and in different settings.

PLPs submit individual student learning journeys at the start of year one and year two to the AEI placement department. Students tell us they know the location of all their external practice placements for each academic year. Some students say they know the location of all their practice placements for the whole of the programme. This opportunity is not available for every student, however, student placement journeys are reviewed by the programme team to ensure diversity of experience and compliance with the lifespan requirements in a variety of settings.

TU fitness to practice regulations outline 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. PLPs confirm this. Fitness to study procedure outlines the process for raising a concern about a student's health which might impact on their ability to continue to study.

A raising and escalating concerns flow chart and procedure outlines the process for raising concerns about a practice learning environment. A practice placement concern 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 director of placements or nominated member of academic staff. Any actions taken are recorded and shared appropriately with PLPs. This process is documented in programme handbooks and student support guide and students confirm they know how to raise and escalate concerns.

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

**MET**  **NOT MET**

R3.2 is met. The practice placement model varies according to each PLPs needs. The hub and spoke model uses the students primary place of employment as the hub for the duration of the programme. Students will have external spoke practice placements in a range of settings which are individualised for each student. This can be following a patient pathway for example, or in a range of separate practice learning experiences. Other PLPs use the three health and care settings aligned to the HEE curriculum model of hospital, home and close to home. PLPs tell us they can swap practice learning placements with other PLPs and ensure students get a broad range of practice experiences outside their hub base.

Students say they do both types of practice placement model. Student experience of these differing approaches is mixed. Some students say they don't feel their practice learning experiences using the two different approaches are comparable. For example, one student with a hub base in a community team, following the hub and spoke approach, experiences a variety of external spoke practice learning experiences following a patient pathway. Other students say external practice learning experiences are less relevant to their place of work, and it's unclear what benefits they get from the practice placement. However, students say all placements increase their knowledge and skills. (Recommendation one) (SFNME R3.3; SPNAP R 3.2)

There are opportunities for students to reflect on practice learning experiences. At the end of each practice placement students complete an evaluation. Reports from evaluations are sent to programme leads and academic placement coordinators. Feedback is provided to PLPs and action plans developed if required.

All practice learning placements undergo a biennial educational audit to monitor their suitability and support, and development of the learning environment. This is matched against PLPs submitted practice placement journeys for students. This ensures practice learning opportunities allow students to meet the Standards of proficiency for nursing associates safely.

- 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 provides opportunities to practice skills safely in a protected environment prior to undertaking practice learning. This supports the translation of theory to practice. A range of simulation-based learning is used in the programme such as managing a deteriorating patient. This supports the development of problem solving and decision-making skills in a protected learning environment.

Students access the virtual learning environment (VLE) which contains specific help links to developing a wider range of learning skills.

All summative assignments (and academic feedback) are submitted electronically. Students will use an e-portfolio to record learning undertaken which will demonstrate progression and achievement of learning outcomes and proficiencies.

- 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. TU reasonable adjustment policy outlines the process and support available for students who require reasonable adjustments. Decisions related to reasonable adjustments required for practice are made jointly between the student, TU disability services, personal tutor and the employer. Process and decisions are documented to provide an audit trail and students sign to confirm

acceptance. This includes any adjustments required due to personal circumstances such as travel to practice placement, or changes to shift patterns to undertake caring responsibilities. Students requiring reasonable adjustments are provided with individualised support plans.

- 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. PLPs confirm their understanding and obligations regarding protected learning time. Practice learning hours are recorded in the NAPAD. For apprenticeship route students, theory and practice hours are monitored seven times a year at apprenticeship tripartite meetings and at personal tutor meetings. For direct entry students, theory and practice hours are monitored at personal tutor meetings four times a year. Direct entry students will follow option A and are supernumerary for all practice learning.

For apprenticeship route students, opportunities for retrieval of unmet hours are planned jointly with the employer and are dependent on student circumstances. For direct entry students, opportunities to retrieve unmet hours are organised by the placement learning unit. There is ample time allowed in the programme structure for students to retrieve deficits in each academic year and be able to progress.

Apprenticeship route students will follow option B.

Apprenticeship route students will be released for 'off the job' training two or three days each week for academic study at university which includes 25 study days per year. This is equivalent to 545 hours or 23 percent of the programme. Students undertake external practice placements either in blocks or individual days dependent on the PLP preferred placement model. External practice placement hours are 20 percent of programme hours.

Attendance at theory sessions is monitored and non-attendance is followed up by the programme or module leader. Tripartite apprenticeship meetings and personal

tutor meetings are held seven times a year where issues related to attendance are documented and shared with the employer.

The remaining 60 percent of the programme is spent in work-based learning and is designated as protected learning time.

**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:** 27 June 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 Standards framework for nursing and midwifery education (NMC, 2018). There's a placement agreement for each individual practice placement which sets out responsibilities for supporting student learning. Mapping of the Standards of proficiency for nursing associates against module outcomes is provided in the programme review document.

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

A raising and escalating concerns flow chart and procedure outlines the process for raising concerns about a practice learning environment. A practice placement concern 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 director of placements or nominated member of academic staff. Any actions taken are recorded and shared appropriately with PLPs. Students confirm they know how to raise and escalate concerns.

Learning support plans outlining reasonable adjustments are individually tailored for students to enable achievement of learning outcomes and proficiencies in both practice and theory modules.

TU is working with PLPs to implement the SSSA. The partnership 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, including how practice and academic assessors will be allocated to students.

Students are supported both in the academic and clinical settings through the allocation of a personal academic tutor, zoned lecturer and a practice assessor. Within small practice placement provider settings where there may be only one practice assessor, a buddy system with a partner organisation will be used to allocate a different practice assessor in the second year. PLPs confirm this process.

The practice assessor and academic assessor work in partnership to communicate and share decisions through internal moderation, phone, or face to face discussion about student progression. This is recorded in the NAPAD and the apprenticeship contract. For direct entry students, discussions are recorded only in the NAPAD.

A professional development plan and review provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles. Academic staff are allocated to practice placement zones to support students in practice. The AEI confirms zone lecturers will support a group of six students as the academic assessor. A buddy system is in place to ensure that the academic assessor is different for each part of the programme.

Workload is allocated for the academic assessor role. This will require monitoring over the academic year to ensure enough resources are available to fulfil the role across multiple cohorts of students.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

**MET**  **NOT MET**

R4.2 is met. The practice supervisor, practice assessor and academic assessor are appropriately prepared for their role as outlined in the workshop minutes and the placement preparation strategy. Preparation sessions are jointly delivered by TU and PLPs and use the same preparation material. PLPs confirm they will maintain a database of practice supervisors and practice assessors. PLPs confirm they will report on adequate practice supervisors and assessors through the educational audit process. All current practice assessors are registered nurses. TU plan for nursing associate students to complete preparation for practice supervisor and practice assessor in the module "working in teams" in year two.

Practice learning teams are used to supporting students. These are inter-professional and include practice supervisors, practice assessors and skills facilitators. Nominated persons in each practice placement area will allocate students to practice assessors.

Practice supervisors contribute to student achievement through recording observations in the NAPAD, record students learning outcomes and confirm achievement of proficiency and skills. The practice assessor assesses and confirms a student's proficiency providing assurance of achievements and competence. The zoned lecturer will liaise with practice supervisors and practice assessors. The practice assessor and academic assessor work in partnership to communicate decisions via phone, SKYPE or face to face about student progression. This is recorded in the NAPAD at the midpoint and end of the year and monitored through tripartite and personal tutor meetings. Programme documentation and programme handbooks provide details of the roles of the practice supervisor, practice assessor and academic 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. There are opportunities for formative feed forward guidance against a student's own development goals outlined in the apprenticeship contract. Personal tutor meetings four times a year are scheduled for each student to undertake reviews with feedback. NAPAD includes formative placement learning assessment.

All students on the apprenticeship route meet three times a year with a representative from their own employer and a TU apprenticeship representative. This tripartite meeting provides the opportunity to review progress and identify aims and goals. These meetings are recorded in the student's personal file held at TU and shared with the employer.

Student feedback is provided by the academic personal tutor.

In each module there are formative assessments to support achievement towards summative assessments. Formative assessments vary from peer assessment to



oral feedback on draft work. There's variety in summative assessments including written work, portfolios, unseen examinations and analysis of a service user discussion of their experiences. The NAPAD provides opportunities for SUC feedback which students value.

Summative feedback is provided for academic submissions. Students tell us timeliness of feedback have improved since module assessments are now spaced evenly throughout the programme. The academic assessor has oversight of a student's progression for the year. Practice assessment documents have a mid-point review with opportunities for feed forward, and a summative end point assessment.

- 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 and practice learning placements enable students to meet the Standards of proficiency for nursing associates. End of year programme boards consider and confirm student progression towards the Standards of proficiency for nursing associates and the award.

Curriculum and proficiencies are mapped in the programme review document and the NAPAD. The NAPAD provides detail of the proficiencies expected to be achieved for each year. Practice learning placements provide sufficient breadth of experience for students to achieve programme outcomes and proficiencies.

**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 <i>Standards of proficiency for nursing associates</i> . (R4.9)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 27 June 2019		

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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</p> <p>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.</p>
<b>Findings against the standards and requirements</b>
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)</li> </ul> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

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

YES  NO

**Fall Back Award**

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

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

YES  NO  N/A

There is no fall back exit award conferring 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: 27 June 2019

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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"/>
List additional documentation: Placement structure, updated 2019 FdSc Nursing associate course evaluation document, updated July 2019 FdSc Nursing associate course handbook, updated 7 July 2019 Course specification FdSc Nursing associate, updated 7 July 2019 Practice handbook FdSc Nursing associate, updated 7 July 2019		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
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"/>
<p>If yes, please identify cohort year/programme of study:                  One registered nursing associate who completed the programme in April 2019                  Three x year one students                  Three x year two students                  All from the FdSc nursing associate (HEE) programme</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no to any of the above, please provide the reason and mitigation                  Not relevant as no FE college involvement.</p>		
<p>Additional comments:</p>		

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

	<b>YES</b>	<b>NO</b>
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"/>
<p>If yes, state where visited/findings:</p>		

System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>System regulator reports list:</p> <p>CQC Report for Cygnet Appletree (Long stay/rehabilitation mental health unit), June 2018.</p> <p>CQC Report for Tees, Esk and Wear Valleys NHS Foundation Trust, June-July 2018</p> <p>CQC Report York teaching hospital NHS Foundation Trust, September-October 2017</p>		
<p>If you stated no to any of the above, please provide the reason and mitigation</p> <p>Not required as an established AEI</p>		
<p>Additional comments:</p>		

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

**Issue record**

**Final Report**

Author:	Angela Hudson	Date:	8 July 2019
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