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Programme approval visit report

Section one

Programme provider name:	University of Chester
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	1st Enable Ltd 3L Care LTD Alder Hey Children's NHS Foundation Trust Alternative Futures Group Limited Autism Together Barchester Healthcare Homes Limited BMI Healthcare Bridgewater Community Healthcare NHS Trust Bridgewater Community NHS Trust - NHS Halton and St Helens Bridgewater Community NHS Trust-NHS Warrington Brothers of Charity Care UK Ltd Careconcepts (Appleton) Ltd CAS Behavioural Health Ltd Catalyst Choices Change, Grow, Live Chapel House Nursing Home Cheshire and Wirral Partnership NHS Foundation Trust Cheshire and Wirral Partnership NHS Foundation Trust - NHS Western Cheshire Cheshire East Council Chesnut Lodge Special School Chester Link City Walls Medical Centre Civic Medical Centre Claire House Children's Hospice

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	Clare Mount Specialist Sports College
	CLS Care Services Group
	Community Integrated Care
	Community Integrated Care Limited
	Countess of Chester Hospital NHS Foundation Trust
	Daleside Nursing Home Limited
	East and West Cheshire Enhanced Training Practice
	East Cheshire Hospice
	East Cheshire NHS Trust
	Elderholme Nursing Home
	Elysium Healthcare Limited
	Fairfield Independent Hospital
	Forum Housing Association
	Four Seasons Healthcare Ltd
	Fox Wood Special School
	Fresenius Medical Care Renal Services Limited
	Future Directions CIC
	Grosvenor Medical Centre
	Halton Borough Council
	Halton Day Social Services
	Halton Haven Hospice
	HM Prison Service
	Home Instead Senior Care (UK) Ltd
	Hospice of the Good Shepherd
	Hoylake Cottage Hospital Trust
	Islington House Medical Centre
	Kensington Park Surgery
	Lansbury Bridge School
	Leonard Cheshire
	Liverpool Women's NHS Foundation Trust
	Loxley Hall Nursing Home

	Macintyre Care
	Making Space
	Maria Mallaband Care Group
	Mental Health Care UK Limited
	Mersey Care NHS Trust
	MHA
	Mid-Cheshire Hospitals NHS Foundation Trust
	Millcroft Practice
	Mitie Care and Custody Limited
	Newbloom Healthcare
	NHS Vale Royal Clinical Commissioning Group
	NHS Warrington Clinical Commissioning Group
	North West Ambulance Service NHS Trust
	North West Boroughs Healthcare NHS Foundation Trust
	Nuffield Hospitals
	Partners4Health Limited
	Porthaven Care Homes
	Prem House Clinic Limited
	Prospect House Nursing Home
	Royal Liverpool & Broadgreen University Hospitals NHS Trust
	Scope
	Solutions in Service Limited
	Spectrum Community Health CIC
	Spire Healthcare
	St George Care UK Limited
	St Helen's & Knowsley Teaching Hospitals NHS Trust
	St Luke's Hospice
	St Mary's Care Centre
	St Rocco's Hospice
	Tabley House Nursing Home
	Tarporley War Memorial Hospital

	The Clatterbridge Cancer Centre NHS Foundation Trust
	The Orchard Surgery
	The Priory Group
	The Spinney Medical Centre
	The Walton Centre NHS Foundation Trust
	Turning Point
	University of Chester
	Vivo Care Choices Limited
	Walton Lea Partnership
	Wargrave House School
	Warrington & Halton Hospitals NHS Foundation Trust
	Warrington Community Living
	Willowbrook Hospice
	Wirral Clinical Commissioning Group
	Wirral Community NHS Foundation Trust
	Wirral Evolutions
	Wirral Hospice St Johns
	Wirral University Teaching Hospital NHS Foundation Trust

Programmes reviewed:

Programmes: Nursing associate
Title of programme: FdSc Nursing Associate
Programme start date: 6 January 2020

Academic level(s)
England, Wales, Northern Ireland:
Level 5

Date of approval visit:	12 September 2019
QA visitor(s):	Registrant Visitor: Jacqueline Mitchell Lay Visitor: Doug Carr

Summary of review and findings

The university of Chester (UoC), approved education institution (AEI) faculty of health and social care has presented the foundation science degree (FdSc) nursing associate higher apprenticeship programme for approval against the Standards for pre-registration nursing associate programmes (SPNAP), and Standards of proficiency for nursing associates (NMC, 2018). This two-year fulltime programme is developed in partnership regional health and social care employers across the Cheshire and Merseyside sustainability and transformation partnership (STP) group.

There's evidence of effective partnership working at operational and strategic levels between the AEI and key stakeholders and practice learning partners (PLPs). The programme is developed in partnership with the following PLPs; Cheshire and Wirral Partnership NHS Trust, Wirral University Teaching Hospital NHS Trust, North West Boroughs Healthcare NHS Foundation Trust, Wirral Community NHS Foundation Trust, East Cheshire NHS Trust, Warrington and Halton Hospitals NHS Trust, Countess of Chester Hospital NHS Foundation Trust, Mid Cheshire Hospitals NHS Foundation Trust. The AEI and PLPs actively manage practice learning areas subject to exceptional reporting with action plans in place.

A key feature of the programme is a supernumerary approach to student practice learning across employer PLPs for the duration of the programme in employment practice learning settings and external practice placements. The programme will use the pan-England nursing associate practice assessment document (NAPAD).

Documentary evidence and the approval visit confirm arrangements at programme level meet the SSSA. The Standards framework for nursing and midwifery education (SFNME) is not met at programme level.

The programme is recommended to the NMC for approval subject to three conditions. The university made one condition and three recommendations.

Updated 10 October 2019

UoC has provided documentation to meet the three NMC conditions and one university condition. The conditions are now met and the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition two: The AEI must provide an implementation plan for the involvement of service users and carers (SUCs) in programme delivery, assessment and evaluation. (SFNME R1.12, SPNAP R2.1) **Selection, admission and progression:** None identified **Practice learning:** Condition one: The AEI and PLPs must update policies regarding practice learning for the achievement of the standards of proficiency for nursing associates. (SFNME R2.2, R2.14; SPNAP R4.1) **Assessment, fitness for practice and award:** Condition three: The AEI must update the module descriptor documents to include all theory and practice hours and reflect these in student facing documents. (SFNME R2.3; SPNAP R2.6) Condition four: Review module volume of assessment to ensure it is equivalent to no more than 4000 words. (University condition) **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	10 October 2019
Recommendations to enhance the programme delivery:	Recommendation one: Review how the volume of assessment is expressed in module descriptors in respect of non-written assessments with reference to UoC guidance. (University recommendation) Recommendation two: Provide clarification on the overall assessment schedule for formative

	assessments. (University recommendation) Recommendation three: Add percentage grades in the marking criteria in the programme handbook. (University recommendation)
Focused areas for future monitoring:	Assurance mechanisms for evaluating protected learning time.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Updated 10 October 2019
UoC has provided documentation to meet the three NMC conditions and one university condition. There's an implementation plan for the involvement of service users going forward for programme delivery. Policies in PLPs are now updated permitting students to learn and practice skills to achieve the standards of proficiency for nursing associates. Module descriptors are updated with all relevant theory and practice hours. The university has provided documentation supporting revision of word count for assessments. The conditions are now met and the programme is recommended to the NMC for approval.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	10 October 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

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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:

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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 and the approval visit demonstrates strong and effective partnerships between the AEI, PLPs, service users and students. UoC, PLPs and the Cheshire and Merseyside consortium (CMC) demonstrate a collaborative approach to the development of the programme. Partnership agreements are in place between employer PLPs and the AEI. There's evidence of established processes for quality monitoring of practice learning environments. PLPs take a central role in organising external practice learning placements ensuring students have opportunity to work and learn with a range of people in a variety of practice settings and develop skills and behaviours to care for service users with diverse needs.

The programme team tells us practice learning allocation will be reviewed by UoC as part of a new monthly governance process. UoC will use OneFile, a secure cloud-based electronic system where students will upload timesheets verified by members of the programme team. OneFile will store timesheets and can be accessed remotely by relevant programme personnel. A learner guide is provided to students and PLPs to support them using this new web-based cloud e-document storage portal.

Students confirm they're involved in the development of the new programme and more anatomy and physiology theory is included in the programme resulting from their comments. Support for students is provided through a combination of practice and university arrangements. Students tell us they're supported by both university and practice learning staff. They receive effective feedback via a range of different methods in both theory and practice settings. Students say they're supported in making requests for reasonable adjustments and accommodation for individual circumstances. Documentary evidence and the approval visit confirm there are processes for students to raise concerns. Practice education facilitators (PEFs) in employer PLPs are central to supporting students in raising concerns. PLPs say they work closely with UoC to respond to concerns about standards of care or if the quality of practice learning areas are considered to be at risk.

Service users tell us they're unaware of service user involvement in the curriculum and programme development, but they're engaged in some aspects of the programme and some participate in a practice lead initiative as "lived experience connectors" (LEC). LEC are SUCs allocated to each nursing associate student for

the duration of the programme and meet during practice placements to reflect on
student practice experiences. Their experience of accessing and using health
services informs their support and feedback to students during the programme and
helps them to develop person centred practice. Documentary evidence identifies
which modules and assessments SUCs can be involved in but there are no firm
plans for how SUCs will be involved in programme delivery, assessment and
evaluation. This must be addressed. (Condition two) (SFNME R1.12, SPNAP
R2.1)

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

Not Met

There are no firm plans for how SUCs will be involved in programme delivery,
assessment and evaluation. This must be addressed. (Condition two) (SFNME
R1.12, SPNAP R2.1)

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

Met

If not met, state reason
There are no firm plans for how SUCs will be involved in programme delivery,
assessment and evaluation. This must be addressed. (Condition two) (SFNME
R1.12, SPNAP R2.1)

Condition two: The AEI must provide an implementation plan for the involvement
of SUCs in programme delivery, assessment and evaluation. (SFNME R1.12,
SPNAP R2.1)

Post Event Review

Identify how the condition is met:

Condition two.
The AEI has submitted a two-year implementation plan detailing the process of
service user and carer involvement. Service User involvement will be included in
module reports as standard and be presented as an item for discussion in
programme committee quality assurance meetings. These changes are reflected
in a service user statement in the nursing associate programme handbook.

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Evidence:
FdSc nursing associate higher apprenticeship programme handbook, academic year 2019/20, undated
SUC implementation plan and mapping document outlining the role of SUCs within the recruitment process, module teaching and assessment, undated.

Condition two is met.

Date condition(s) met: 10 October 2019

Revised outcome after condition(s) met:

Met

Condition two is met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

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

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

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

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

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

R1.5 is met. There's evidence of recognition of prior learning (RPL) policy and process with a designated RPL coordinator in the faculty. RPL processes are capable of mapping to the Standards of proficiency for nursing associates and programme outcomes to a maximum of 50 percent. The maximum of 50 percent does not apply to applicant registered nurses without restrictions on their practice. Applicants will have an individual needs assessment to determine prior learning including practice hours for RPL consideration. There are processes for an external examiner to sample, review and report on RPL claims to an assessment board before candidates start the programme.

Numeracy, literacy, digital and technological literacy are mapped against

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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 (ORA)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. We found specific programme and module learning outcomes in numeracy, literacy, digital and technological literacy which are mapped against proficiency standards and programme outcomes. Students say they are supported to develop and achieve skills in numeracy, literacy, digital and technological literacy from the recruitment process, in the university and in practice. They say there's a wide range of support mechanisms enabling them to develop competence in these attributes. E-learning is embedded in all modules and includes electronic submission of formative and summative assessments, workbooks, a mandatory numeracy online examination (SN@P) in year two, poster presentations and library skills sessions. Mandatory training is completed in the employment setting via an online portal and requires students to develop skills in digital and technological literacy. Numeracy is formatively assessed through learning outcomes in the NAPAD and throughout the duration of the practice modules.

Proposed transfer of current students to the programme under review

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

No students from the existing health education England (HEE) pre-registration nursing associate programme will transfer to the new programme standards. All but one cohort of student nursing associates currently completing the HEE pre-registration nursing associate programme will transfer to the 2018 NMC SSSA from January 2020. The cohort of pre-registration student nursing associates due to complete their programme in March 2020 will not transfer to the SSSA.

Preparation of practice supervisors, practice assessors and academic assessors is in progress across the CMC and in employer PLPs.

Students currently completing the HEE curriculum programme are informed they won't be transferring to new programme standards. Students in all but one (March 2018) cohort are advised by letter they'll be transferring to the SSSA. The PAD and ongoing achievement record (OAR) reflect the new roles of practice

supervisor, practice assessor, and academic assessor.

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

Yes

Outcome

Is the standard met?

Met

Date: *29 September 2019*

Post Event Review

Identify how the condition is met:
N/A

Date condition(s) met: *N/A*

Revised outcome after condition(s) met: *N/A*

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

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)

No

R2.1 is not met. Documentary evidence identifies which modules and assessments SUCs can be involved in but there are no firm plans for how SUCs will be involved in programme delivery, assessment and evaluation. This must be addressed. (Condition two) (SFNME R1.12, SPNAP R2.1)

There is evidence that the programme complies with the NMC Standards for

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student supervision and assessment (R2.2)

Yes

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

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

R2.4 is met. Documentary evidence and the approval visit demonstrate students will experience a non-field specific programme across the lifespan and in a variety of settings. Students confirm they have a variety of positive learning experiences in different practice learning placements and module content reflects across the lifespan care. Practice learning experiences are individualised to each student and organised by PLPs taking into consideration the students' previous practice experience and learning needs.

The structure of the PAD requires students to demonstrate how they apply theory to practice to be able to complete the required PAD outcomes aligned to the NMC Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates. The OAR has a practice placement record embedded for students to record practice-based learning experiences and confirmation of practice and theory hours in the context of lifespan and various settings.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.5)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

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)

Not Met

R2.6 is not met. Documentary evidence and discussion with the programme team confirms programme hours and programme length meet NMC requirements. Programme learning is sufficient to meet the Standards of proficiency for nursing associates. The programme specification, module descriptors and student facing documents detail theory and practice learning outcomes but does not provide an accurate reflection of theory and practice hours in practice-based modules. This must be addressed. (Condition three) (SFNME R2.3; SPNAP R2.6)

Theoretical modules are delivered over one day per week and students work in the practice learning environment for three days a week. Nursing associate students are apprentices on work-based learning. There's a theory supernumerary day each week whilst on practice learning placements. The PAD, OAR and OneFile system record hours in the practice learning environment and the programme team will verify timesheets submitted to the OneFile web-based cloud system. Theory hours are recorded for teaching sessions through a register of attendance. The programme team say they'll actively manage retrieval on unmet programme hours in negotiation with employer PLPs if any student needs this.

Students confirm they can practice skills across the lifespan with a variety of practice learning experiences and have sufficient opportunity to meet the Standards of proficiency for nursing associates. They say teaching and learning in the University includes face to face teaching, simulation-based learning and online learning. These help them 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

R2.7 is met. Documentary evidence shows a range of learning and teaching strategies will be used to deliver the programme and module specifications. There are appropriate module aims, descriptors and learning outcomes. The programme structure shows an equal balance of theory and practice learning hours to meet NMC requirements. The practice allocation model for programme delivery is agreed with employer PLPs and shows how the designated hours for the programme will be met. PEFs undertake student practice allocation and inform UoC where practice allocation is recorded. Monitoring and management of hours is through regular partnership meetings.

A range of learning and teaching strategies will be used to deliver the programme. These include lectures, group work and online based learning including software packages SN@P for numeracy and clinicalskills.net. Students confirm learning is varied in theory and practice across the programme. Modules include appropriate aims, learning outcomes and module content. The programme and module specifications evidence equal weighting of theory and practice learning. The CLiP (collaborative learning in practice) model of practice supervision is adopted by the AEI in collaboration with some employer PLPs.

Practice hours are recorded on a timesheet in the NAPAD by students which is confirmed and signed by the practice supervisor or practice assessor and uploaded to the OneFile portal for review and verification by the AEI programme team. Confirmation of hours completed to meet NMC programme standards is detailed in the OAR for review and sign-off by the academic assessor.

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

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

No

Documentary evidence identifies which modules and assessments SUCs can be involved in but there are no firm plans for how SUCs will be involved in programme delivery, assessment and evaluation. This must be addressed. (Condition two) (SFNME R1.12, SPNAP R2.1)

The programme specification, module descriptors and student facing documents

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detail theory and practice learning outcomes but does not provide an accurate reflection of the theory and practice hours for practice based modules. This must be addressed. (Condition three) (SFNME R2.3, SPNAP R2.6)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

Documentary evidence identifies which modules and assessments SUCs can be involved in but there are no firm plans for how SUCs will be involved in programme delivery, assessment and evaluation. This must be addressed.

Condition two: The AEI must provide an implementation plan for the involvement of SUCs in programme delivery, assessment and evaluation. (SFNME R1.12, SPNAP R2.1)

The programme specification, module descriptors and student facing documents detail theory and practice learning outcomes but does not provide an accurate reflection of the theory and practice hours for practice based modules. This must be addressed.

Condition three: The AEI must update the module descriptor documents to include all theory and practice hours and reflect these in student facing documents. (SFNME R2.3; SPNAP R2.6)

Date: *29 September 2019*

Post Event Review

Identify how the condition is met:

Condition two:
The AEI has submitted a two-year implementation plan detailing the process of SUCs involvement. Service User involvement will be included in module reports as standard and be presented as an item for discussion in programme committee quality assurance meetings. These changes are reflected in a service user statement in the nursing associate programme handbook.

Evidence:

FdSc nursing associate higher apprenticeship programme handbook, academic year 2019/20, undated

SUC implementation plan and mapping document outlining the role of SUCs within the recruitment process, module teaching and assessment, undated

Condition two is met.

Condition three:

All module descriptors are revised to include a breakdown of practice placement hours, scheduled teaching hours and independent guided study hours.

Evidence:

Module descriptors for year one and year two:

HS4001 - Introducing professional and academic lifelong learning, 12 September 2019

HS4002 - Promoting health and preventing ill health across the age continuum, 12 September 2019

HS4003 - Providing and monitoring person centred care, 12 September 2019

HS4004 - Applied anatomy, physiology and integrated pharmacology,12 September 2019

HS4005 - Practice Learning, 12 September 2019

HS5001 - Enhancing professional and academic learning, 12 September 2019

HS5002 - Medicines management, 12 September 2019

HS5003 - Working in teams, 12 September 2019

HS5004 - Practice learning, 12 September 2019

HS5005 - Integrated care, 12 September 2019

HS5006 - Trans-professional research innovation, 21 October 2019

Condition three is met.

Date condition(s) met: 10 October 2019

Revised outcome after condition(s) met:

Met

Conditions two and three are met.

Standard 3 Practice learning

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

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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:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 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

3.5.2.3 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

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

R3.1 is met. Documentary evidence and the approval visit demonstrates UoC and PLPs work collaboratively to ensure the practice placement allocation model adopted provides students with opportunities to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. They'll use a hub and spoke model of practice learning. To achieve consistency, students are supported and assessed in practice settings using the Pan England practice assessment document. There's evidence of effective partnership working between the AEI and PLPs through formal agreements and mechanisms to quality assure practice learning environments.

Students say they're aware of processes for escalating concerns and PEFs are central to this process.

Professional misconduct and the fitness to practice suitability process is outlined in the student programme handbook and faculty safeguarding policy. Students following the apprenticeship route must also abide by their employer's safeguarding policies and procedures. Documentary evidence and the approval visit confirm there are clear lines of communication between the AEI and PLPs regarding sharing of alleged fitness to practice issues for all students and decisions on disciplinary procedures.

PLPs say they work collaboratively across CMC to share practice placement learning resources. The UoC learning environment manager is responsible for ensuring the quality of the learning environment is maintained and continuously improved through using audit findings and learner evaluation feedback. Any changes in care quality commission, office for standards in education, children's service and skills (OFSTED) or NHS England standards status to the relevant AEI are reported through the learning environment manager and partnership meetings.

PLPs tell us that as employers they know their students and this allows them to provide practice learning placements taking into account requirements for students with additional requirements, reasonable adjustments and personal circumstances.

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

R3.2 is met. Documentary evidence and the approval visit demonstrates students will be provided with a variety of practice learning experiences to meet the holistic needs of people of all ages. The AEI and PLPs demonstrate an understanding of the NMC requirement for students to benefit from experience of children and adults, and service users with mental health conditions and learning disabilities. The practice placement model adopted is employer led and subsequently quality assured by AEI practice learning support office allocation process. Criteria for allocating nursing associate students will include type of practice placement required, transport to practice placement, current place of work, available capacity and the assessment requirements of each student.

Practice learning placements are audited using the north west learning environment audit tool. This is a collaboratively developed quality assurance tool to audit practice-learning environments for learners via a partnership approach between the PLP and the AEI. A learning environment audit is undertaken at least once every two years. Review of audits has patient safety at the core and they are monitored in conjunction with each employer PLP. PLPs and UoC say they work in a pro-active rather than reactive manner together.

Students tell us they feel well supported in their practice learning settings by their organisational PEF and know what to do to get support for practice learning, safety and to raise any concerns about their learning and environment.

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

R3.3 is met. The programme provides effective and proportionate use of technology enhanced and simulation-based learning opportunities. The school has recently appointed a simulation coordinator to support a range of simulation-based learning opportunities. Simulation skills are embedded in two practice learning modules, one in each year of the programme. Students will be provided with access to a virtual learning environment (VLE), resources which specifically focus on developing clinical skills to support simulation activities.

Students confirm support for and receiving online training in digital literacy and study skills information. Recent capital investment has seen a new clinical skills suite which is shared for interprofessional learning with the students for policing, social work and allied health professions. Students confirm support for digital literacy and technology enhanced learning. Programme outcomes identify that a range of digital and technological skills are embedded within the programme at modular level. Digital and technological literacy are embedded within the PAD. Simulation-based learning technologies are embedded within the content of two theoretical modules and both practice learning modules.

All summative assessments for assignments and presentations are submitted electronically and academic feedback is electronic. Students will be required to upload timesheets for practice learning hours via the OneFile web based cloud system for verification by the academic programme team. A mandatory numeracy on line exam is embedded in a year two module.

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

R3.4 is met. Students tell us they're supported in making requests for reasonable adjustments and to accommodate individual circumstances such as travel to practice learning placements and carer responsibilities. Documentary evidence and the approval visit demonstrate policies in place to support students' individual needs. Students have a good understanding of assessment for reasonable adjustments. They confirm these adjustments are made in University and in practice. They tell us how to access help and support in both UoC and practice.

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

R3.5 is met. Documentary evidence and discussions during the approval visit confirm the AEI and PLPs work in partnership to develop a programme where students will be supernumerary for the duration of the 2300 programme hours. Programme documents, discussion with the programme team, PLPs and students confirm option A for the model of protected learning time with student's supernumerary status agreed as the preferred model on this apprenticeship route. PLPs tell us e-rostering will denote student supernumerary status and assure protected learning time. PLPs say they don't anticipate any reason why students will not meet programme hours. The programme structure details the pattern of

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delivery with one University day per week, theory supernumerary days (31 days per year), inductions (75 hours over each year of the programme) with external practice placements and base area protected learning meeting the required practice learning hours. The programme team tell us theoretical supernumerary days will include self-directed study activity, workbooks and the opportunity to attend training provision within the students' own employing organisation organised by the PLP or PEF. Students are informed of practice learning placement allocation pattern during induction to the programme.

There is a partnership agreement signed by employers outlining the supernumerary status of students on the programme as well as the requirement to provide resources to meet programme and NMC Standards. PLPs agree to release students to attend University for 20 percent of the programme for study, 20 percent of the programme for external practice learning placements and to maintain supernumerary status for the duration of the programme. This information is in student facing documents. Students tell us they feel supernumerary status is essential for students' practice learning on the new programme.

Student timesheets uploaded to OneFile will be checked by the programme team and used to monitor practice learning hours and show completion of the required programme hours.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: *29 September 2019*

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Post Event Review
Identify how the condition is met: *N/A*
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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: 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 specifically:

R4.1 – R4.11

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)

Not Met

R4.1 is not met. The programme ensures support, supervision, learning and assessment complies with the SFNME. There is documentary evidence of accountability and responsibility for implementing the SSSA and effective partnership working between the AEI and PLPs. They are committed to supporting processes including practice supervisor and practice assessor preparation workshops. There are processes for the identification and preparation of practice supervisors and practice assessors which is ongoing. There's a SSSA checklist and self-appraisal tool for practice learning environments requiring PLPs to confirm practice supervisors and practice assessors are suitably prepared. We found appropriate governance and partnership meetings to monitor the quality of student practice learning settings and ensure the programme meets learning outcomes. Students say they give feedback on practice learning experiences through evaluations and programme group representatives. This feedback informs ongoing programme monitoring by the AEI and PLPs. Students tell us some policies in practice learning settings do not allow them to perform some of the proficiencies in the NMC (2018) Standards of proficiency for nursing associates. Not all PLPs have updated practice policies to reflect opportunity for nursing associate students to achieve the Standards of proficiency for nursing associates. This must be addressed. (Condition one) (SFNME R2.2, R2.14, SPNAP R4.1)

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 assessors along with how they will be prepared for their roles. (R4.2)

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Met

R4.2 is met. Documentary evidence and the approval visit demonstrate preparation of practice supervisors and practice assessors is in progress across CMC. There's evidence of partnership working between the AEI and PLPs in adopting the SSSA and preparing practice supervisors and practice assessors. Preparation materials include a bespoke practice learning support handbook which details the roles of practice assessor, practice supervisor, academic assessor, academic link in practice (ALP), educational governance lecturer in practice learning (LPL) and PEF. Preparation includes information on the proficiencies and programme outcomes students must meet.

Documentary evidence and the approval visit confirms the AEI and PLPs are preparing practice supervisors, practice assessors and academic assessors through face to face workshops and an online resource. The AEI confirms the academic assessor will be different in each part of the programme and the AEI has confirmed that the workload for being an academic assessor is included in the academics annual workload allocation.

PLPs and PEFs are responsible for allocating practice supervisors and practice assessors based on availability and suitable preparation for the role. The AEI and CMC will use a self-declaration form requiring practice supervisors and practice assessors to declare they meet SSSA, and agree to keep updated with developments in practice learning, assessment and programme curriculum.

Documentary evidence confirms practice supervisors, practice assessors and academic assessors will work in partnership to facilitate and support student learning in practice. They'll collate and confirm student achievement. The academic assessor will ensure all proficiencies are completed and confirm progression for each part of the programme in conjunction with the 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

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

R4.4 is met. Documentary evidence and the approval process confirm processes are in place to provide students with feedback throughout the programme in both theory and practice learning. There's formative and summative feedback included in each module to support student development. The programme integrates a skills embedding template for each module demonstrating the skills that will be part of theoretical teaching and learning to support students. This includes academic writing, academic integrity, developing an argument, note-taking and communication skills in preparation for formative and summative assessment and practice learning. Students say feedback is timely and helps them develop. Assessments are varied and include essays, reflective writing, examinations and presentations.

The Pan England nursing associate PAD provides feedback opportunities for practice supervisors and practice assessors in supporting students in practice learning settings. The PAD allows SUCs to give students feedback. Students tell us working with service users is a central aspect of their role and allows them to gain an insight into the healthcare journey service users have. Students and lived experience coordinators (LECs) welcome the opportunity LECs provide in reflecting on practice learning experiences across a variety of settings. There is an opportunity in the PAD to record student performance working with and learning from other professionals.

The student's OAR provides a summary of overall achievements and a comprehensive record of student development and performance including a summary of each practice learning placement, practice assessor comments and progression statements.

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

R4.5 is met. Documentary evidence and the approval visit demonstrate module descriptors and programme specification documents show how students are able to meet the Standards of proficiency for nursing associates. The programme team have developed a mapping document for module content and learning outcomes to all NMC nursing associate proficiencies. All modules are compulsory and there's no compensation in assessments. The assessment schedule is spread across the academic year which students say is a specific feature they suggested for the new programme. They feel the programme prepares them for entry to the register.

Evidence provides assurance that the following QA approval criteria are met

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nursing associate education.

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

There is an appropriate assessment strategy and process detailed. (R4.7)

Yes

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

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

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

No

Not all PLPs have updated practice policies to reflect opportunity for nursing associate students to achieve the Standards of proficiency for nursing associates. (Condition one) (SFNME R2.2, R2.14, SPNAP R4.1)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome

Is the standard met?

Not Met

Not all PLPs have updated practice policies to reflect opportunity for nursing associate students to achieve the Standards of proficiency for nursing associates.

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Condition one: The AEI and practice learning partners must update policies regarding practice learning for the achievement of the standards of proficiency for nursing associates. (SFNME R2.2, R2.14; SPNAP R4.1)

Date: *29 September 2019*

Post Event Review

Identify how the condition is met:

Condition one:

Practice partner agreement templates identifying all the NMC Standards of proficiency nursing associate students must complete are provided.

Evidence:
Practice partner agreement for NMC skills (Claire House), 30 September 2019
Practice partner agreement for NMC skills (Countess of Chester hospital), 30 September 2019
Practice partner agreement for NMC skills (GP surgery), 8 October 2019
Practice partner agreement for NMC skills (North West Boroughs hospital), undated

Condition one is met.

Date condition(s) met: 10 October 2019

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 5 Qualification to be awarded

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

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

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

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

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

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

N/A

There is no fall back award with eligibility for NMC registration as a nursing associate.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: *29 September 2019*
Post Event Review
Identify how the condition is met: *N/A*
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source 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	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	No
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation: Post visit evidence:	

Practice partner agreement for NMC skills (Claire House), 30 September 2019
Practice partner agreement for NMC skills (Countess of Chester hospital), 30 September 2019
Practice partner agreement for NMC skills (GP Surgery), 8 October 2019
Practice partner agreement for NMC skills (north west boroughs hospital), undated
FdSc nursing associate higher apprenticeship programme handbook, academic year 2019/20)
FdSc nursing associate Year one – formative and summative assessment schedule, undated
FdSc nursing associate Year two – formative and summative assessment schedule
SUC implementation plan and mapping document outlining the role of SUCs within the recruitment process, module teaching and assessment, undated
Module descriptors for year one and year two:
HS4001 - Introducing professional and academic lifelong learning, 12 September 2019
HS4002 - Promoting health and preventing ill health across the age continuum, 12 September 2019
HS4003 - Providing and monitoring person centred care, 12 September 2019
HS4004 - Applied anatomy, physiology and integrated pharmacology,12 September 2019
HS4005 - Practice Learning, 12 September 2019
HS5001 - Enhancing professional and academic learning, 12 September 2019
HS5002 - Medicines management, 12 September 2019
HS5003 - Working in teams, 12 September 2019
HS5004 - Practice learning, 12 September 2019
HS5005 - Integrated care, 12 September 2019
HS5006 - Trans-professional research innovation, 21 October 2019

If you stated no above, please provide the reason and mitigation
There are abridged staff profiles for the programme team including the programme leader but not the corresponding CV for the programme director. A NMC register check demonstrates the programme director is a registered nurse.
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes

Students	Yes

If yes, please identify cohort year/programme of study:

Two x year one HEE curriculum pre-registration nursing associate students
Two x recent nursing associate graduates

Service users and carers	Yes

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

Additional comments:

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Calderdale and Huddersfield NHS Foundation Trust, 6 March 2018 Chesterfield Royal Hospital NHS Foundation Trust, 25 January 2019 North West Boroughs Healthcare NHS Foundation Trust, 11 July 2018 Ferndale Court Nursing Home, 26 February 2019 Spire Murrayfield Hospital, 25 November 2015 St Cyril's rehabilitation unit, 13 March 2019 Stockport NHS Foundation Trust, 21 December 2018 Timperley Care Home, 30 August 2017 Wirral University Teaching Hospital NHS Foundation Trust, 13 March 2018	
If you stated no to any of the above, please provide the reason and mitigation Not required, existing AEI.	
Additional comments:	

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Issue record			
Final Report			
Author	Jacqueline Mitchell	Date	4 October 2019
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