Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	University of East London
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Barts Health NHS Trust East London Healthcare Partnership Homerton University Foundation trust NELFT NHS Foundation Trust Barking Having and Redbridge University Hospital NHS Trust
Programmes reviewed: Programmes: Nursing associate Title of programme: FdSc Nursing Associate (Self-Funding) Programme start date: 17 November 2019 Academic level(s) England, Wales, Northern Ireland: Level 5 Programmes: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate (Apprenticeship) Programme start date: 17 November 2019 Academic level(s) England, Wales, Northern Ireland: Level 5	
Date of approval visit:	17 September 2019
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Philip Stephenson

Summary of review and findings

The University of East London (UEL) presented a Foundation Degree (FdSc) Nursing Associate (self-funding route) and FdSc Nursing Associate (apprenticeship route) for approval against the Standards for pre-registration nursing associate and Standards of proficiency for nursing associates (NMC, 2018). These two-year routes have been developed in partnership with regional health and social care employers from Barts Health NHS Trust, East London Health and Care Partnership, Homerton University Foundation Trust, North East London NHS Foundation Trust and Barking, Havering and Redbridge University Hospital NHS Trust.

UEL is an approved education institution (AEI) and has been delivering nursing associate (NA) training (Health Education England (HEE) curriculum) since November 2018.

Partnership working is evident at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the programme. This is planned to continue throughout the academic year to ensure both theory and practice is delivered at a high standard.

UEL and their practice learning partners (PLPs) have developed the proposed programme through established partnership arrangements. As the current HEE NA programme is in its second year, UEL has student representatives who speak on behalf of their cohort and who have been involved in the development of the routes. At the approval visit students told us their views and feedback are valued by the AEI and gave examples of actions taken in response to their feedback.

Consideration has been given to the unique nature of the NA programme in relation to practice learning, and the specific demands and requirements to enable future staff to meet the explicit community health and social needs of the local area. This is supported by health, sport and bioscience (HSB) placements at UEL as well as PLPs.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) aren't met at programme level as a condition applies.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

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

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Updated 9 October 2019:

Evidence confirms the three NMC conditions are now met. The university condition is met. 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 one: The AEI must develop an implementation plan which demonstrates how inter-professional learning (IPL) will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNAP R2.1) **Selection, admission and progression:** None identified **Practice learning:** Condition two: The AEI must include detailed information relating to protected learning time, including correct hours and examples of potential experiences in student facing documentation. (SFNME R2.9; R3.2; R3.7; SPNAP R3.5) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition three: The AEI must remove reference to the HEE NA curriculum within programme documentation. (SFNME R2.1, R2.3, R2.9; SPNAP R2.1) Condition four: The programme team must amend programme documentation to meet UEL requirements as detailed in annexe A. (University condition)

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Date condition(s) to be met:	29 October 2019
Recommendations to enhance the programme delivery:	Recommendation one: Ensure the implementation strategy for service user and carer (SUC) involvement is fully actioned to support future programme delivery. (SFNME R1.12; R5.14) Recommendation two: Develop an implementation plan for transition of current students onto the SSSA. (SFNME R2.4, R2.12, R3.2, R3.15)
Focused areas for future monitoring:	SUC involvement in the development, delivery and evaluation of the programme.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team have provided an implementation plan that demonstrates how inter-professional learning will be incorporated into the academic learning of the programme. Condition one is met.

The programme team have provided documentary evidence of corrected and updated documentation that details protected learning time and provides examples for students. Condition two is met.

Reference to the HEE NA curriculum has been removed from documentation and updated to include the NMC (2018) standards. Condition three is met.

The university has confirmed the university condition is met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	The university confirmed the factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	9 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 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

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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 and discussions at the approval visit with the programme team and PLPs show clear collaboration and co-production by the AEI with PLPs in the development of the programme. Signed partnership agreements between the AEI and PLP organisations from the NHS demonstrate collaboration at a strategic and operational level. PLPs tell us UEL is a responsive partner to work with. They told us there is a dialogue back and forth illustrating effective communication.

UEL collaborates with other local AEIs who use the same practice learning environments. Practice learning committees monitor the practice learning environments to capture information at strategic and operational levels.

UEL school of health, sport and bioscience (HSB) and the nursing programme team have developed and continue to nurture strong partnership relationships within practice-based learning and assessment. Stakeholders meet twice a year to ensure that the programme continues to be appropriately monitored and evaluated internally in conjunction with practice learning partners.

There's documentary evidence which shows how service users will be involved in the delivery of the programme via teaching, assessment and feedback. Service user involvement is at an early stage but there is a strategy in place to strengthen this in the future. HSB through its BSc adult nursing programme already have processes for the involvement of service users in recruitment activity, simulation and assessment. The implementation plan shows how this model will be replicated on the NA programme.

At the approval visit service users tell us that they have opportunities to contribute to the programme development, participate in recruitment events and will be involved in programme delivery in the future. UEL should ensure that the implementation strategy for SUC involvement is fully actioned to support future programme delivery. (Recommendation one)

Student involvement in the development of the programme initially took place through two meetings between the head of nursing, the programme lead and wider team. This was to discuss the new curriculum, differences between the HEE curriculum and new NMC curriculum and the UEL strategy vision 2028. Following the summer break a series of small group meetings with students have been held to gather further feedback on the new curriculum and to update students on how they ensure they remain compliant for future registration with the NMC.

We found students are enthusiastic about the role of NA and know how it contributes to care delivery. Students tell us they have opportunities to provide feedback on the programme and believe the university are receptive to this. They know changes have been made to the programme because of their feedback.

There's a robust plan to implement the SSSA. This is developed in partnership with PLPs. The all England nursing associate practice assessment document (NAPAD) has been developed with the pan-London network and will be used in practice assessment. Collaborative training is being delivered with the AEI and PLPs to prepare practice learning staff to take on the role of practice supervisor, practice assessor and academic assessor.

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

Met

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

Met

If not met, state reason
N/A

Post Event Review

Identify how the condition is met:

N/A

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

Student journey through the programme
Standard 1 Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 demonstrate values in accordance with the Code R1.1.2 have capability to learn behaviours in accordance with the Code R1.1.3 have capability to develop numeracy skills required to meet programme outcomes R1.1.4 can demonstrate proficiency in English language R1.1.5 have capability in literacy to meet programme outcomes R1.1.6 have capability for digital and technological literacy to meet programme outcomes R1.2 ensure students' 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. Recognition of prior learning (RPL) is mapped against the standards of proficiency for NA programmes and is reviewed on an individual basis, up to a maximum of 50 percent , dependent on education and previous experience. UEL has an established process for managing RPL. The programme team tell us that RPL is based on the profile of the applicant and a completed portfolio; they make a judgement, which incorporates external examiner review, before being presented at an examination board.

For an NMC registered nurse (RN) without restrictions on their practice RPL of more than 50 percent can be applied. UEL regulations allow for two thirds RPL of the programme. The programme team tell us management of RNs wishing to RPL more than 50 percent will be managed on a case by case basis depending on their training and experience.

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 (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. Documentary analysis confirms that fee-paying applicants require a GCSE grade C or four and above, or equivalent level two in both English and maths at entry. Apprenticeship students can commence without these qualifications and can undertake them whilst studying at UEL before the end point assessment. The programme team confirm that it is the longer-term strategy at UEL and across the north east London (NEL) partnership for all students to have the required maths and English qualifications on entry to the programme.

HSB work collaboratively with the centre for student success (CASS) school of education based on the Stratford campus to deliver functional skills level two, both maths and English on site. The programme team and PLPs tell us they are committed to ensure apprentices achieve the required literacy and numeracy by the end of the programme and hold numeracy drop-in sessions whilst the students are in university. Student have access to an online resource 'safeMedicate' which helps student to improve their numeracy and medication calculation skills.

In addition, CASS offers a range of support for digital literacy and numeracy. Students tell us they value the additional support offered for maths and English (including essay writing) and digital skills.

UEL use a virtual learning environment (VLE), which encourages and supports IT literacy, numeracy and digital competency. All students are enrolled on safeMedicate which supports safe clinical practice in relation to medication administration. Students are all given access to clinicalskills.net where they can complete tasks related to their clinical practice. The simulation centre teaches students human factors within a range of clinical scenarios.

The NAPAD and ongoing achievement record (OAR) record student progression and competence in practice learning and incorporate the development, progression and achievement of numeracy, literacy, digital and technological literacy. The modules and learning outcomes on the programme are mapped against the Standards of proficiency for nursing associates.

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

UEL does not plan to transfer existing HEE students onto the proposed NMC programme but will transfer current HEE students to the SSSA from January 2020.

It is recommended that an implementation plan for transition of current NA students onto the SSSA is developed. (Recommendation two)

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: *17 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. Inter-professional learning opportunities are available in practice learning environments however this is not supported with theoretical input by the AEI. In the university setting the AEI and students tell us they have some shared learning with the registered nursing students, but not with students on other healthcare courses. The AEI must develop an implementation plan which demonstrates how IPL will be incorporated into the academic learning on the programme. (Condition one)

There is reference to the HEE curriculum within one of the module descriptors. This must be removed. (Condition three)

There is evidence that the programme complies with the NMC Standards for 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 demonstrates that students will have a non-field specific experience on the programme. The programme has been designed to develop NA who will be equipped to offer person-centred, evidence-based practice across the lifespan gaining experience from external placements that span

hospital, home and close to home environments.

Programme documents reflect generic cross field content and health conditions across the lifespan. Theoretical content is mapped to the Standards of pre-registration nursing associate programmes and meets the requirement.

The NEL implementation group, which consist of AEIs and all the partner employers from NEL who access the programme, meet every two to four weeks to monitor the placements and map requirements. An allocation model allows a range of placements across mental and physical health, primary and secondary care. The programme plans demonstrate the breadth of learning experiences available to the students.

Students tell us the programme has enabled them to develop a wider perspective, become more reflective and understand why they are doing things. They like the variety of teaching and learning styles offered throughout the programme.

A hub and spoke model is used to facilitate wider learning experiences across the four fields of nursing practice. To support practice learning the simulation suite is used to develop the use of problem-based learning and scenarios which allows students to practice their skills in a safe environment.

All placements are managed by the UEL placements team in partnership with practice learning partners; placement experience and hours are tracked by this team. The NA programme board has met recently (September 2019) to agree a standardised framework for clinical placements.

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 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

R2.6 is met. Documentary evidence and discussion with the programme team confirms the length of the programme is 2400 hours.

The validation document and programme specification gives a breakdown of what constitutes the 2400 hours and demonstrates the required hours for theory and practice learning which are sufficient to meet the Standards of proficiency for nursing associates.

For the two different routes it clearly identifies the 20 percent protected time for external placements (460 hours) and for apprenticeships the 20 percent off the job, one day a week in the AEI with additional protected learning in the primary placement.

For fee-paying students 2400 hours includes, 1200 theory hours and 1200 supernumerary hours with 460 hours in external placements.

Theory hours are monitored via electronic door scan, if students are not attending, a review of attendance is undertaken.

The students and the HSB placements team will record all working hours for apprenticeship students and separately map and record the 460 hours of external placements. Protected learning time hours will be recorded on time sheets and in the OAR.

Practice learning hours are monitored by the HSB practice learning team through a database and students also record their hours on the OAR. PLPs and the programme team tell us this is discussed at the NEL implementation group and if students are having difficulty in achieving hours this is managed on a case by case basis. The programme team tell us there are hours built into the programme plan for retrieval of hours.

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 analysis and discussion at the approval visit show that a range of learning and teaching strategies have been adopted and that the curriculum has been carefully planned to ensure it provides an equal balance of

theory and practice. The validation document clearly indicates how the learning outcomes have been mapped to the Standards of proficiency for nursing associates.

The programme comprises of six modules per year equating to 600 hours in total over two years, alongside 600 hours of self-directed study. The module descriptors detail the learning hours and the practice learning allocations are planned with hours attached.

We found a range of learning and teaching strategies are adopted in this programme which are carefully planned to ensure an equal balance of theory and practice. Students tell us they like the variety of teaching and learning styles offered throughout the programme. The programme specification confirms there's an equal split between theory and practice. Teaching strategies included group work, blended learning, online learning and clinical simulation.

Each year students will spend 370 hours in their primary placement and two external placements of 115 hours each. The cluster placements plan indicates how the hours will be allocated and achieved.

The students confirm they have access to a range of practice learning which meets programme requirements. They initially felt time allocated to children's nursing was insufficient and following discussion with PLPs and the programme team, the length of placement has been increased.

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

Inter-professional learning opportunities are available in practice learning environments, however this is not supported with theoretical input by the AEI. In the university setting the AEI and students tell us they have some shared learning with the registered nursing students, but not with students on other healthcare courses. The AEI must develop an implementation plan which demonstrates how IPL will be incorporated into the academic learning on the programme. (Condition

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one)

There is reference to the HEE curriculum within one of the module descriptors. This must be removed. (Condition three)

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

Inter-professional learning opportunities are available in practice learning environments, however this is not supported with theoretical input by the AEI. In the university setting the AEI and students tell us they have some shared learning with the registered nursing students, but not with students on other healthcare courses.

Condition one: The AEI must develop an implementation plan which demonstrates how IPL will be incorporated into the academic learning on the programme. (SFNME R1.13, R3.16; SPNAP R2.1).

There is reference to the HEE curriculum within one of the module descriptors. This must be removed.

Condition three: The AEI must remove reference to the HEE NA curriculum within programme documentation. (SFNME R2.1, R2.3, R2.9; SPNAP R2.1)

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Condition one: The programme team have provided an implementation plan that demonstrates how inter-professional learning will be incorporated into the academic learning of the programme. Condition one is now met.

Evidence:
FdSc NA validation document, undated

Supervisor guide with additional information on protected learning time, undated

Condition three: Documentary evidence confirms that reference to the HEE curriculum has been removed and updated to include the NMC (2018) standards. Condition three is now met.

Evidence:
UEL response to NMC conditions final, undated
FdSc NA validation document final, undated
Mapping of module learning outcomes example, undated

Date condition(s) met: 9 October 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. The SFNME R1.13, R3.16 and the SPNAP R2.1 are now met.

Condition three is now met. The SFNME R2.1, R2.3, R2.9 and the SPNAP R2.1

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

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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. Practice learning outcomes are outlined in the programme documentation. These opportunities will allow students to meet the Standards of proficiency for nursing associates. All practice learning experiences are documented in the NAPAD which sets out expectations for students' practice learning, the practice learning requirements and assessment criteria. Practice learning is mapped against the Standards of proficiency for nursing associates to ensure safe and effective care to a diverse range of people, across the lifespan and in a variety of care settings.

Documentary evidence suggests that apprentices are based as an employee in an organisation in a specific setting but will experience working in different settings via two external placements per year over the two-year programme. Fee-paying students will be placed in a host trust and will experience a primary placement of 370 hours per year, along with two external placements per year over the two-year programme.

External placements are allocated using a geographical cluster approach for both apprentices and fee-paying students. This will ensure they gain a wide appreciation of many health and care contexts, so they are able to fulfil the requirements of the programme. Students tell us they like this approach. PLPs work alongside three AEIs across London including UEL, working colaboratively to undertake placement mapping.

The NEL partnership strategic board and implementation group have sought to ensure placements span a variety of settings in acute, community and primary care and with a diverse range of people, including a hub and spoke approach to support knowledge and experience across the patient journey. NEL implementation groups are attended by programme leaders and PLPs. Placement learning experiences are monitored closely through bi-annual audit, the NAPAD and student feedback. Placements are closely monitored and although a range of supervisors may support NA students, link lecturers and placement leads check that clinical audits are up to date, tripartite reviews are carried out and any issues with placements or concerns are identified early.

The students tell us if they are experiencing problems with practice learning placements, they report these to the practice learning lead and the AEI. They feel they are listened to and placements on children's nursing areas have been extended on the programme as a result of their feedback.

There's good communication between the AEI and PLPs regarding students' fitness to practise (FtP) or if they are not achieving. The FtP process is clear to students and is included in their programme handbook. The programme team and PLPs tell us that early identification of concerns is raised through tripartite review. Documentary evidence and the approval process assure us that adequate support arrangements are in place for students if they are not achieving in practice.

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 findings at the approval visit confirm students will have a variety of practice learning experiences to meet the holistic needs of people of all ages. We found planning and allocation of practice learning

experiences is done by the practice learning team and PLPs. Students we met confirm they have access to other care settings via external placements and spoke placements, so they can complete a variety of practice learning experiences where they can care for the holistic needs of people of all ages. The programme planners and cluster documents demonstrate how the learning experiences are co-ordinated to ensure each student can meet the holistic needs of people of all ages. Exposure to the four fields of nursing is achieved through a specialist placement rotation.

The NAPAD records where students, practice supervisors and practice assessors identify learning opportunities including IPL opportunities. IPL opportunities are available in practice learning environments when students tell us they are working with other healthcare professionals.

The NAPAD supports the monitoring of practice experiences, alongside reflective practice. The OAR enables students to record their learning experiences, reflect on them and evaluate them. Part B of the OAR allows students to document experiences across the four fields of nursing practice. Student achievement and progress is communicated through the NAPAD and OAR. If a student is not achieving the AEI and PLPs told us they receive feedback immediately.

The AEI has processes in place to assess, monitor and evaluate practice learning placements. The programme leader is a member of the NEL implementation group where issues with practice learning placements are discussed. The AEI and PLP also hold a monthly partnership meeting where placement learning issues are a standard item on the agenda. These processes include a biennial practice placement audit, student evaluations of their practice experiences. A link lecturer is allocated to each practice learning placement and they undertake biennial audits and review student evaluations.

Students tell us they are given opportunity to feedback on practice learning placements; each trust has its own policy and issues are usually escalated to the practice supervisor or ward manager. If things don't improve students will inform the AEI or the NEL implementation group. Students report they have seen changes in practice learning placements as a response to their escalations.

The AEI and PLP assure us there is support provided to students in practice learning placement areas through the link lecturer, clinical supervisor and placement lead. Students tell us they find both the practice learning and AEI staff approachable and receive timely responses to their emails. They all have an academic advisor (AEI employee) who supports them as well as a practitioner to support them in practice learning environments.

PLPs and the AEI confirm they have a process in place for responding to Care Quality Commission (CQC) reports that may have a negative impact on student learning. The PLP will inform the AEI of any pending reports that may impact negatively on student learning. The link lecturer will visit the area in question to

ensure students are safe and achieving quality learning, if students are at risk they will be removed from the placement. An action plan will be developed and will be discussed at the monthly partnership meeting. There are currently no PLPs rated inadequate on CQC reports.

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. Documentary evidence and discussion at the approval visit indicate that students are well supported to meet numeracy, literacy, digital and technological literacy skills via classroom activities and through formative and summative assessments. All students have access to clinicalskills.net and safeMedicate. Students tell us they can access lunch time drop-in sessions for help with English and maths; they find this helpful for medication calculations.

Simulation is undertaken in the new clinical skills suite, which from September will be expanded to include hospital and primary care facilities to mimic the patient journey. UEL use simulation facilities for 50 percent of the NA programme to ensure that students' clinical skills knowledge is developed in a safe environment.

The AEI have a simulation manager and technician and an academic who leads on simulation for undergraduate nursing students. PLPs tell us they are a core part of simulated activities and assessment. SUCs at the event told us of their involvement in simulation for the adult nursing students. They have met with the programme leader and will be involved in the simulation, assessment activities and seminars for the NAs. (Recommendation one)

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. There are processes in place that take account of students' individual needs and personal circumstances. UEL is a widening participation university and evidence demonstrates their commitment to equality and diversity and supporting students who require reasonable adjustments.

The close working relationship with the NEL partnership supports an open relationship where the students' individual needs and personal circumstances are considered and respected.

Students have an individual learning plan (ILP) for each practice learning placement. Students who have undergone assessment for individual learning

needs are assessed by UEL support teams and a learning support requirements statement is developed and communicated to the programme lead. The programme lead or academic advisor seeks consent from the student to share this information with the practice supervisor and practice assessor so they can ensure the practice learning placement can meet the student's needs.

The AEI tell us they hold preparation for practice weeks with the students. The importance of sharing individual learning plans with PLPs is covered as part of this.

Students tell us they feel supported by the university and practice learning staff and appreciated the variety, nature and level of support offered.

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)

Not Met

R3.5 is not met. The programme is 2400 hours in total, with 1200 hours each allocated to theory and practice over the two-year programme. The students complete six modules a year and two external placements a year of 115 hours each.

For direct entry students, the programme is based on option A, where students during practice learning placements will be supernumerary. The placement team will ensure that placement hours are managed and monitored. The programme team tell us there are contingency weeks built into the programme for retrieval of unmet hours or proficiencies.

Apprenticeship students will undertake option B. The programme planners demonstrate that these students will be released for 20 percent of the programme for academic study. These students will attend university for one day a week. PLPs tell us there is a learning contract in place with ward managers and apprentices which supports one day a week learning. NEL partnership monitor and record protected learning time opportunities in the workplace. Ongoing discussions

and tripartite meetings take place regularly to ascertain full understanding of what protected learning time means and the NMC examples are used to articulate this to practice supervisors and practice assessors.

The programme team identify 15 hours per week as protected learning time and manage student expectations in relation to this. A welcome meeting at the start of the programme ensures the students and PLPs fully understand the expectations and requirements of the programme. All apprentices sign commitment statements.

The programme team tell us that assuring protected learning time (PLT) can be challenging as the students don't always understand the concept, despite explanations on induction and during taught sessions. The student facing documentation however does not indicate what experiences would constitute protected learning time nor are the hours depicted correct. Whilst information regarding protected learning time is included in the NAPAD (where practice supervisors and practice assessors can access it), PLPs tell us that for some practice learning placements the concept of PLT is difficult to convey. PLPs are providing examples via staff forums to address this issue. One trust told us they have created posters regarding the role of the NA. Students tell us they are clear on what PLT in the placement learning environment is, but this is not always well understood in some practice learning settings. The AEI must include detailed information relating to PLT, including examples of potential experiences in the student facing documentation. The apprentice handbook must show the correct hours for PLT. (Condition two)

Monitoring of placement hours is through the NAPAD and OAR. Completed PLT will be monitored through tripartite meetings. The PLPs confirm they have processes in place to monitor PLT. If the student is not achieving the required hours, they are encouraged to escalate it to the practice educator and practice assessor who will develop an action plan to ensure they can achieve it. The action plan is shared with the practice learning placement ward manager. The AEI tell us there are contingency weeks built into the programme for retrieval of PLT or 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?

Not Met

R3.5 is not met. The student facing documentation does not indicate what experiences constitute PLT, in addition the hours are not correct.

Condition two: The AEI must include detailed information relating to PLT, including correct hours and examples of potential experiences in student facing documentation. (SFNME R2.9, R3.2, R3.7), (SPNAP R3.5)

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Condition two: The programme team have provided documentary evidence of corrected and updated documentation that details PLT and provides examples for students. Condition two is now met.

Evidence:
FdSc NA apprenticeship handbook final, undated
FdSc NA validation document, undated
UEL NA programme plan final, undated
Supervisor guide with additional information on protected learning time, undated

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Date condition(s) met: 9 October 2019

Revised outcome after condition(s) met:
Met

Condition two is now met. The SFNME R2.9, R3.2, and R3.7 and the SPNAP R3.5 are now met.

Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: 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)

Met

R4.1 is met. Documentary evidence and discussion at the approval event demonstrates how the support, supervision, learning and assessment to be provided complies with the NMC SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes.

Role and responsibility for the practice supervisor, practice assessor and academic assessor are clearly articulated in the NAPAD and the lesson plans for training aimed at staff who will undertake the roles.

UEL offer a welcome meeting and programme handbook which sets out the expectations of the programme for students, employers and PLPs. The NAPAD and OAR are used to manage student progression and achievement against the NMC standards for supervision, learning and assessment and are monitored by the placement team.

With each cohort, UEL hold an open evening for employers, supervisors and students to raise awareness, explain expectations, discuss learning agreements and for apprentices to talk through commitment statements.

The AEI and NEL partnership are part of the pan-London practice learning group (PLPLG) which is delivering training for practice supervisors, practice assessors and academic assessors. Plans are in place for current mentors to move into the role of practice assessor. The practice supervisors have been trained and informed of the NA role and their different learning needs.

The programme team tell us that the current students are aware of the new standards and roles and have provided leaflets to the students. The students confirm this and are aware that the academic assessor will go into practice learning placements to confirm progression.

Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME.

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)

Met

R4.2 is met. PLPs have begun transfer from mentors to practice assessors roles through blended online training related to the SSSA and new assessment roles; the training is delivered in collaboration with the AEI and PLPLG. The panLondon approach to the implementation of the SSSA shows how the AEI and PLPs will transition from existing SLAIP standards to the SSSA. Student information on the SSSA is included in the practice learning handbook. Processes are in place to ensure staff have time and resources to undertake their role effectively and this will be monitored through feedback and audit.

The AEI and PLPs have agreed how this will be operationalised locally. They tell us current mentors will take on the role of practice assessor. Training is being offered for all health and social care registrants who have experience of assessment to become practice supervisors through online learning. Registrants with no assessment experience are undertaking one day training courses. Preparation is through online resources and in taught classroom sessions.

Educational audits look at the number of practice supervisors and assessors. The PLPs tell us they will continue to maintain the 'mentor' database. The database is colour coded red, amber, green to indicate areas where more staff will be needed for assessment. PLPs tell us they are confident that they can meet the student needs in terms of numbers and quality of staff to perform these roles.

The NAPAD includes information on the roles of practice supervisors/assessors and academic assessors and provides guidance on the assessment process. The NAPAD contains action plans where students can identify and develop their learning needs

The programme team tell us academic assessors are allocated from registrant nurse AEI staff for NA students. Training is delivered through web-based programmes developed with the PLPLG. The programme team tell us the academic assessor for part one will be a member of the academic staff who will work closely with the link lecturer and academic advisor. In part two the academic advisor will take on the role of academic assessor. There's a robust process in place for the practice supervisor, practice assessor and academic assessor to work together.

The current students will move onto the SSSA standards from January 2020, students tell us they are aware an academic assessor will meet the practice assessor to confirm progression. However, there are no specific plans regarding the to the new standards. (Recommendation two)

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)

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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. Throughout the programme students have opportunities to undertake formative assessments to prepare them for their summative assessments. Detailed information related to the assessments are in the validation document and module descriptors.

Feedback on practice can be provided by the practice supervisor, practice assessor, academic assessor and service users via NAPAD. The NAPAD is structured so students identify their own learning needs, reflect on practice experiences and feedback and then create an action plan for their future development.

Student feedback is provided at tripartite meetings and the ongoing achievement record. If a student is not progressing a supportive action plan will be put in place as the student moves to their next placement. The programme team tell us there are contingency weeks built into the programme to allow for retrieval of proficiencies or practice learning hours.

Students are given opportunities to work with each other in practice through overlapping placements, for example year one and year two students can be placed together. This allows for peer learning and role modelling helping students to develop reflection, facilitation and supervision skills.

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 clearly demonstrates how the programme has been mapped to meet the Standards of proficiency for nursing associates. Student facing documents identify where and when the proficiencies can be achieved. Documentary evidence and the approval process assure us practice learning placements and programme content meet the Standards of proficiency for nursing associates.

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

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

Yes

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

Yes

Outcome

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Is the standard met? *Met* **Date:** *17 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 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**

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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 that confers NMC registration.

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: *17 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	Yes
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 event evidence to support conditions are met:	

UEL response to NMC conditions final, undated
UEL FdSc NA validation document final, undated
UEL Mapping of module learning outcomes example, undated
UEL FdSc NA apprenticeship handbook final, undated
UEL NA programme plan final, undated
Supervisor guide with additional information on protected learning time, undated

If you stated no above, please provide the reason and mitigation
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: Nine x December 2018 pre-registration NA HEE programme year one	
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	No
System Regulator Reports List	
If you stated no to any of the above, please provide the reason and mitigation UEL is an established AEI and provider of pre-registration nursing programmes. Review of resources was not required.	

Additional comments:
System regulator (CQC) reports were not provided as none were rated inadequate.

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Issue record			
Final Report			
Author	Rachel Game Philip Stephenson	Date	23 September 2019
Checked by	Pamela Page	Date	21 October 2019
Submitted by	Amy Young	Date	24 October 2019
Approved by	Leeann Greer	Date	28 October 2019