Programme approval visit report

Section one

Programme provider name:	University of Huddersfield
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Calderstones Partnership NHS Foundation Trust
	Calderdale & Huddersfield NHS Trust
	Mid Yorkshire Hospitals NHS Trust
	Nottinghamshire Healthcare NHS Trust
	SW Yorkshire Partnership NHS Foundation Trust
	Leeds Community Health Care NHS Trust
	Leeds Teaching Hospitals NHS Trust
	Rotherham NHS Foundation Trust
	Salford Royal NHS Foundation Trust
	The Mayfield Trust
	Bradford District Care Trust
	Holly Bank Trust
	Sheffield Childrens NHS Trust
	Newcastle Upon Tune Hospitals NHS Foundation Trust
	Private voluntary and independent healthcare providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	Foundation Degree- Nursing Associate
Date of approval visit:	17 May 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	 N/A 23 September 2019

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Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Ian Felstead-Watts Lay Visitor: Terence Williams

Summary of review and findings

The school of nursing (the school) at the University of Huddersfield (the university) is seeking approval for a pre-registration nursing associate programme to be delivered via an apprenticeship route. The proposed programme has been developed in accordance with the Standards for pre-registration nursing associate programmes (NMC, 2018) and Standards of proficiency for nursing associates (NMC, 2018).

The proposed award title is Foundation Degree Nursing Associate. The programme is proposed for delivery from September 2019 and will be delivered over two years full-time.

Documentary evidence and the approval process indicate effective partnership working between the university and key stakeholders. The university and school have well developed structures in place to support service user and carer engagement in the development and delivery of professional programmes. Strategic and operational meeting structures ensure that practice learning partners (PLPs)/employers of nursing associate apprentices are collaboratively engaged in the design, development and ongoing delivery of the programme. There are explicit indications of co-production of the programme with students, service users and PLPs.

The programme has clear processes in place to ensure public protection and the fitness to practise of the students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration. PLPs/employers confirm their commitment to the programme and their confidence to facilitate the development of nursing associates who fully meet the standards of proficiency. The following apprenticeship employers plan to have nursing associate apprenticeships and provided assurance at the approval visit of their commitment to ensuring NMC standards are met; Mid Yorkshire NHS Trust, Calderdale and Huddersfield Foundation Trust, Locala and South West Yorkshire Partnership Foundation Trust.

The university is part of pan Midlands Yorkshire and East practice learning group (MYEPLG). Learning in practice is assessed using the England nursing associate practice assessment document (NAPAD) and ongoing achievement record.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (NMC, 2018) and the Standards for student supervision and assessment (NMC, 2018).

The programme is recommended for approval to the NMC subject to one condition. There are three university conditions. There is one recommendation.

Updated 27 June 2019

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Evidence was provided to meet the condition. The condition and related standards/requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
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: Provide a written agreement with PLPs/employers of NA apprentices that supports the programme intentions, including a signed agreement indicating their commitment to protected learning time (Standards framework for nursing and midwifery education (SFNME) R2.14 and Standards for pre-registration nursing associate programmes (SPNAP) R3.5). **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: Clarify the equal weighting of theory and practice within the documentation in relation to learning hours and assessment. (university condition) **Education governance: management and quality assurance:** Condition three: Clarify the process for how students will complete the apprenticeship including all of the exit awards. (university condition)

	Condition four: Revise the programme documentation in line with the discussion at the approval visit. (university condition)
Date condition(s) to be met:	28 June 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider how service users and carers can have a greater presence within the programme including in student assessment. (SFNME R5.14)
Focused areas for future monitoring:	The provision, management and monitoring of protected learning time across the programme. The involvement of PLPs and service users in simulation-based learning opportunities.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions
Revised documentation provides evidence that the changes required to meet condition one have been made.
Assurance is provided that PLPs/employers support the programme intentions. The employers are committed to support protected learning time during the programme. Condition one is now met.
Confirmation is provided that university conditions are met.

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**
Summary of observations made, if applicable	The AEI confirmed that the report accurately reflects the Gateway processes and discussion at the approval event.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	27 June 2019

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Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018**)**

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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nursing associate education.

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

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Findings against the standard and requirements

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

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

Documentary evidence from the public partnership group (PPG) and strategic meetings with PLPs/employers, along with transparent systems for collecting student feedback, demonstrate that all stakeholder groups are being listened to. They have robust opportunities to develop and influence the programme. Discussions at the approval visit confirm co-production with stakeholders, for example, the development and collaborative facilitation of communication skills sessions with service users, and changes to the structure in the proposed programme to enhance the student experience. This latter change was made in direct response to current nursing associate students' feedback.

Appropriate mechanisms are in place to ensure that the programme is designed and monitored by experienced academic and practice staff representatives. The nursing associate steering group meets monthly to enable issues to be addressed quickly and PLP/employer feedback to be integrated as appropriate. Discussion at the approval visit confirms that this forum will continue in order to facilitate ongoing programme development.

Documentary evidence and discussion at the visit confirm a robust partnership strategy is in place with PLPs/employers at all levels. These include the strategic healthcare education partnership (SHEP) group and the Midlands, Yorkshire and East practice learning group (MYEPLG). The work of these groups evidences a robust mechanism for oversight and support for practice supervision to ensure safe and effective practice learning environments; and, processes to

collaboratively monitor and ensure a range of practice learning opportunities that can equip students to meet people's diverse needs.

Documentary analysis indicates that the current contractual agreement with PLPs/employers is out of date and needs revising. We were told at the approval visit that Health Education England (HEE) representatives had met with SHEP and verbally confirmed that the current agreement would be extended whilst the transition to non-commissioned status was finalised. Given that there is no written confirmation of an agreement with PLPs/employers to support programme intentions a condition was applied. (Condition one). (SFNME) R2.14 and SPNAP R3.5)

The university is working collaboratively with PLPs/employers to implement the Standards for student supervision and assessment (SSSA). Key to this collaboration is the team of clinical nurse educators (CNEs) employed by the university. Documentary evidence confirms a communication strategy is in place to disseminate information regarding the new standards to PLPs. Collaborative working at mentor updates, since publication of the SSSA, has enhanced understanding within PLPs/employers. Further work is being undertaken by the CNEs to develop existing resources. The university has adapted the MYEPLG guidance for ongoing preparation for practice supervisors, practice assessors and academic assessors to the local context. The university has invested in a new practice learning facilitator post specifically to support private, independent and voluntary sector organisations/employers with the implementation of the SSSA.

There is a strategy for service user and carer involvement that ensures service users are fully involved. Service users told us that they feel they are making a difference and are engaged in all aspects of the student journey from open days for new students through to graduation.

Service users are recruited through personal and professional networks with individuals and statutory and voluntary organisations. Targeted recruitment is used if a particular need is identified, for example, the learning disabilities team held an event to recruit individuals with a learning disability to contribute to nursing and nursing associate programmes in the future. There is a service user and carer coordinator who oversees service user engagement in the programmes within the school and is the key communication hub for members of the public partnership group (PPG).

The PPG consists of service users and university staff and is one of the main vehicles for achieving the service user and carer strategy. This group is chaired by a service user. Documentary evidence and discussion at the approval visit confirm service user participation in development of the strategy, programme delivery and recruitment. The ongoing development of the strategy is supported by five specific collaborative projects that evidences a pro-active approach to service user involvement. The minutes of the PPG meetings and progress reports on the five projects evidence the inclusive nature of service user engagement in all key areas of nursing and nursing associate programme delivery.

Documentary evidence and discussion at the visit confirms a robust strategy for the training of service users facilitated by academic staff and long-standing

members of the PPG. Service users have been involved in developing the student interview schedule and content of selection days for all fields of nursing and the NA programme. The service user coordinator works with the admissions tutors to arrange service user involvement in all scheduled interviews. This will include all new entrants to the NA programme. Service users have compulsory equality and diversity training prior to undertaking any recruitment activity.

Service users confirm that they are involved in interactive classroom sessions, for example, the co-production and co-delivery of communication skills sessions and equality and diversity sessions that form an integral part of the NA programme.

Documentary analysis confirms that members of the PPG have been involved in the co-production of assessments and reviewed assessment strategies as part of the NA programme development meetings. Service users confirm their involvement in assessment and their understanding that this will extend to specific involvement on the nursing associate programme during year two. Programme documentation evidences their involvement in a simulated clinical examination and as part of the panel for a professional discussion assessment.

Service users are involved in formative feedback and the NAPAD requires students to gain feedback from service users during practice learning. This is however the only formal mechanism for gaining service user feedback and the programme team are recommended to consider how service users can have a greater presence within the programme, including in student assessment. (Recommendation one). (SFNME R5.14)

Documentary evidence and discussion at the approval visit confirm students have been involved in programme design and development of the NA programme. There are effective mechanisms to gain student feedback that subsequently feeds into programme enhancement procedures. Students confirm that they are provided with opportunities to feed in their experiences; these are valued and incorporated into the NA programme. The school produces a quarterly newsletter that evidences how feedback from students is listened too and informs programme development processes.

The university has robust principles regarding student representation. Academic representatives confirm that the school encourage students voices to be heard, for example through involvement in the student council and feedback provided through a student portal that feeds directly into programme development.

Commitment to interprofessional learning (IPL) is demonstrated. Some examples of IPL in practice were provided at the approval visit. Students gave examples of their IPL experiences in practice learning settings and the engagement of services users in the programme.

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

MET ☐   **NOT MET** ☒

Please provide any narrative for any exceptions

There is a requirement for the university and PLPs/employers to ensure there is sufficient capacity, facilities and resources to deliver safe and effective learning opportunities and practice experiences for students. We found that the current agreement between the university and PLPs/employers was outdated and needs revision. (Condition one)

(SFNME R2.14 and SPNAP R3.5)

A recommendation was made for the programme team to consider the engagement of service users in the programme, particularly in regard to student assessment. (Recommendation one) (SFNME R5.14)

Gateway 2: *Standards for student supervision and assessment*

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MET ☒   NOT MET ☐

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Please provide any narrative for any exceptions

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

There is a requirement for an up-to-date written agreement with PLPs/employers to provide assurance of practice learning placement capacity and resources and commitment to protected learning time. (Condition one).

Condition one: Provide a written agreement with practice learning partners/employers that supports the programme intentions, including a signed agreement indicating their commitment to protected learning time. (SFNME R2.14 and SPNAP R3.5)

Post Event Review

Identify how the condition is met:

Condition one: Documentation submitted by the university provides assurance that PLPs/employers support programme intentions. The apprenticeship commitment statement now includes a statement that confirms the employer is committing to support protected learning time of 3,300 hours for the apprentice during the programme. Condition one is now met.

Evidence:

Response to conditions, 17 June 2019

Steering group meeting minutes, 10 April 2019

Updated apprenticeship commitment statement template, 10 June 2019

Date condition(s) met: 27 June 2019

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

Condition one is met. Assurance is provided that the SFNME R2.14 and the SPNAP R3.5 are now met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' 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).

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

  YES ☒   **NO** ☐

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

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

MET ☒   NOT MET ☐

R1.5 is met. Robust accreditation of prior learning (APL) processes are in place that include consideration of APL claims at the school accreditation validation panel and review by the external examiner.

University and school APL documentation clearly evidences that a maximum of up to 50 percent APL is permitted which meets NMC requirements. There is a further restriction up to a maximum of two thirds for registered nurses who may wish to APL in to the nursing associate programme. This restriction is a university regulation.

APL processes require that module content and learning outcomes of any prior learning are mapped to the relevant modules in the programme where entry is sought. The NA programme is mapped to the Standards of proficiency for nursing associates and therefore any APL will meet the required standards.

The programme adheres to the requirements of apprenticeship funding rules and all applicants undergo an initial needs assessment for APL to ensure they are developing new knowledge and skills. The initial needs assessment follows the university APL processes.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET ☒   NOT MET ☐

R1.6 is met. The programme learning outcomes and outcomes in the NAPAD have been mapped to the NMC proficiencies including mapping of the development of literacy, numeracy and digital and technological literacy skills.

The structure of the programme supports students to develop these skills. Personal and professional development themed modules in each year enable the development of skills, such as study skills, including literacy and digital and technological literacy. These are developed through the requirement to undertake electronic literature searches and numeracy skills development through the

introduction of the online medications package and medicines calculation examination.

The programme assessment strategy includes a range of methods to assure assessment of students' academic ability related to these skills.

The development of numeracy and digital and technological literacy skills are facilitated by online learning resources and assessments including an online anatomy and physiology exam. Content and activities in research workbooks also facilitate the development of these skills.

Support is provided for the development of these skills by the VLE and information technology support teams. The library team provide support for the development of literacy skills.

The academic skills development team support students with general academic skills, for example essay writing, critical thinking and analysis, and numeracy and information and communication technology. The team block out hours on the day they know nursing associate students are going to be in the university given this only equates to one day per week. This ensures availability of support specifically for this student group. The school are in the process of employing an academic skills tutor specifically for nursing associate students. The academic support team is also integrated into one of the level four module teams to support students' development from the start of the programme.

A medicines calculation package includes tutorials for formative practice and formative assessments are set up to assess student achievement and identify areas for targeted support.

Students complete an electronic portfolio which by virtue of this being online, assists in developing digital and technological literacy skills.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing associate programmes* **and** *Standards of proficiency for nursing associate* **will be met through the transfer of existing students onto the proposed programme.**

- There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

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MET ☒   **NOT MET** ☐
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Current NA students will remain on the HEE curriculum and will not be transferred on to the proposed NMC programme.

Practice supervision of existing NA students will however transfer to the SSSA in order to minimise confusion in PLPs/employers through having different supervision processes in place. The information regarding practice supervisors,

practice assessors and academic assessors has been disseminated to all students through targeted communications and academic representatives.

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

MET ☒   **NOT MET** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 17 May 2019

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates.*

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically*:*

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)

    YES ☒   **NO** ☐

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

    YES ☒   **NO** ☐

- Mapping has been undertaken to show how the curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.3)

    YES ☒   **NO** ☐

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

    MET ☒   **NOT MET** ☐

R2.4 is met. Programme modules have been developed to be non-field specific and ensure that knowledge and understanding of issues across the lifespan will be facilitated. The delivery of modules from several academic staff and clinical nurse educators ensures that students benefit from cross-field experiences. Students confirm that academic staff from different fields of nursing effectively support their learning.

The use of workbooks, for example in child development and in maternity, encourages students to focus their learning on specific service user groups within the non-field specific nursing associate role.

The wide variety of available PLPs and process for planning NA student practice learning experiences at the start of the programme ensures all students will receive an appropriate breadth of experience in a variety of settings. Discussion at the visit confirms an effective collaborative approach between the university and PLPs/employers to ensure students experience care across the lifespan. PLPs/employers confirm that all students will get an equitable experience across a variety of settings, regardless of where they are employed. This is supported by the interface between CNEs and practice learning facilitators.

The employment of specialist nurses within local acute trust PLPs, for example learning disabilities nurses working in areas such as neurological rehabilitation and mental health nurses working in dementia units, demonstrates the value placed on cross-field working within the local area. This will clearly demonstrate the interprofessional nature of care delivery to students.

Students report examples of IPL experiences in practice learning environments through the provision of spoke opportunities.

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)

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YES ☒   NO ☐

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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)

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MET ☒   NOT MET ☐

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R2.6 is met. The programme is of sufficient length to allow students to meet the Standards of proficiency for nursing associates. Students graduate with a foundation degree over a period of two years and undertake in excess of 2,300 hours. This meets the NMC requirement for no less that 50 percent of the minimum programme hours required of nursing degree programmes.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and

teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET ☒   **NOT MET** ☐

R2.7 is met. The programme provides an equal balance of theory and practice learning in addition to hours spent in work-based learning. Programme hours are appropriately apportioned between theory, practice learning in the student's workplace and practice learning in alternative placements.

The programme specification details the learning and teaching strategies for intended use on the proposed programme. The strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and offer appropriate preparation and support as they progress through the programme. Learning and teaching on the programme is inclusive of diversity and enables students to actively engage in learning.

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

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

YES ☐   **NO** ☒

Not applicable

This programme leads to the award of nursing associate only.

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

YES ☐   **NO** ☒

The standards are not met. There is a requirement for the university and PLPs/employers to ensure there is sufficient capacity, facilities and resources to deliver safe and effective learning opportunities and practice experiences for students. We found that the current agreement between the university and PLPs/employers is outdated and needs revision. (Condition one) (SFNME R2.14 and SPNAP R3.5).

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met   **YES** ☒   **NO** ☐

Outcome

Is the standard met?	MET ☐	NOT MET ☒

Date: 17 May 2019

There is a requirement for an up-to-date written agreement with PLPs/employers to provide assurance of placement capacity and resources and commitment to protected learning time. (Condition one)

Condition one: Provide a written agreement with PLPs/employers that supports the programme intentions, including a signed agreement indicating their commitment to protected learning time. (SFNME R2.14 and SPNAP R3.5)

Post event review

Identify how the condition(s) is met:

Condition one: Documentation submitted by the university provides assurance that PLPs/employers support programme intentions. The apprenticeship commitment statement now includes a statement that confirms the employer is committing to support protected learning time of 3,300 hours for the apprentice during the programme. Condition one is now met.

Evidence:
Response to conditions, 17 June 2019
Steering group meeting minutes, 10 April 2019
Updated apprenticeship commitment statement template, 10 June 2019

Date condition(s) met: 27 June 2019

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

Condition one is met.

Assurance is provided that the Standards framework for nursing and midwifery education R2.14 and SPNAP R3.5 are now met.

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary analysis indicates that students are provided with appropriate practice learning opportunities required to develop the Standards of proficiency for nursing associates. The NAPAD is comprehensively mapped to the standards of proficiency.

Discussion at the visit confirms that the university will work with PLPs via a consortium approach to enable students to move across trust areas for practice learning placements external to their place of work. This will enhance the opportunities available to students to experience the delivery of safe and effective care to a diverse range of people. It is confirmed that all students will get an

equitable exposure to alternative areas of practice learning regardless of where they are employed.

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

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence indicates that the university is committed to ensure breadth and transparency of practice learning experience for students. Students will have a range of practice placements where they can experience care of people across the lifespan, and with a range of cognitive, mental health and physical care needs. The practice learning environment audit tool includes indicators to monitor the provision of learning opportunities to ensure all students are able to meet relevant programme learning outcomes.

There is a robust process in place to allocate practice learning experiences collaboratively with PLPs/employers and to monitor this, co-ordinated by the students personal academic tutor. This is facilitated by the CNEs employed by the university. This ensures allocation is appropriate to enable the student to experience practice that meets NMC requirements but also to adjust allocations should the variety of experiences not be met during the programme.

There are appropriate processes for assessing, monitoring and evaluating practice learning experiences at an operational and strategic level.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

MET ☒   **NOT MET** ☐

R3.3 is met. Documentary analysis evidences that simulation-based learning is planned within the NA programme. The school has a dedicated academic lead for simulation. Simulation facilities include a range of equipment in areas covering acute, children's mental health, learning disabilities, community settings and an operating theatre. The school has invested in the recruitment of clinical skills facilitators and new equipment to support this area of the programme.

Students report the effectiveness of simulation-based learning opportunities, for example, a student from a general practitioner practice described the opportunity to support the nutritional intake of a service user through feeding as this was not available in her practice setting. The student reported how this enabled her confidence in providing this fundamental skill.

Simulation sessions are facilitated by academic staff and CNEs. PLPs/employers report they are seeking to ensure that practice learning facilitators engage with simulation sessions as they are involved in the pre-registration nursing programme. It was unclear whether service users will be involved in all simulation sessions however we were told that they co-produce and co-deliver

communication skills workshops. The involvement of PLPs/employers and service users in simulation-based learning opportunities is an area for future monitoring.

Documentary evidence indicates that scenarios used within simulation and clinical skills sessions are collaboratively developed with service users and PLPs. Simulation based learning is quality assured through module and programme evaluation mechanisms.

Technology enhanced learning opportunities are used proportionally within the programme. Students will experience various technological systems to support, facilitate and assess their learning as they progress through their programme. Students have access to both physical and human resources to support the development of their digital literacy skills.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

MET ☒   NOT MET ☐

R3.4 is met. Documentation indicates appropriate sharing of information related to individual needs as well as staff development opportunities. There is evidence of a collaborative process with PLPs/employers should any students require reasonable adjustments in the practice learning environment.

The university has robust support structures for students who require additional support and/or reasonable adjustments. The school have an accessibility guide for placements that highlights the support available before and during a placement. Personal learning support plans are provided for students requiring reasonable adjustment.

Student representatives confirm that both practice and academic staff take individual needs into account.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

    Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

    Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

    Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

    Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

MET ☒   NOT MET ☐

R3.5 is met. Documentation evidences that students have protected learning time in line with option B. The university and PLPs/employers have agreed that all learning time within the programme will be protected. PLPs/employers report they understand the implications of this in terms of the requirement for supervision.

The school and PLPs confirm that students wear a different uniform when on placement or undertaking protected learning time within their workplace to enable a visual differentiation between time that is protected, and time spent undertaking their standard employed role. Students recruited to the programme are moved to a new practice placement base in order to facilitate the transition from healthcare assistant to nursing associate student. We were told how PLPs/employers ensure students are encouraged and facilitated to function at a higher level to enable them to undertake duties that a healthcare assistant may not be able to do. This also ensures there is time for students to assimilate the theoretical underpinnings of what they are experiencing whilst in practice learning environments.

PLP/employer representatives confirm that they are reassured there is appropriate understanding of protected learning time within practice organisations.

Appropriate processes are in place to ensure that protected time is monitored. A record of protected learning time has been added to the checklist that is completed at the tripartite meetings that are a requirement of the apprenticeship role. The day to day hours record completed by each student also tracks protected learning time and is overseen by the CNEs and the student's personal tutor.

Student facing documentation clearly provides information related to protected learning time and current students confirm positive experience of protected learning time with no reported concerns.

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

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 17 May 2019

Nursing & Midwifery Council

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

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Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒   NOT MET ☐

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

R4.1 is met. Documentary analysis indicates that university induction, training, ongoing development and support for academic staff ensures compliance with the Standards framework for nursing and midwifery education in relation to support, supervision, learning and assessment.

Preparation for the implementation of the SSSA and the roles supporting student learning has been undertaken collaboratively with PLPs/employers. Mentor updates have included reference to the SSSA since their publication and discussion has taken place at other relevant partnership meetings to aid understanding.

The programme handbook details learning support available for students and covers key areas comprehensively. The 'Who do I see If' section is particularly helpful, including issues such as what to do if students have concerns about the care provided, thereby evidencing a mechanism to ensure public protection.

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

MET ☒   NOT MET ☐

R4.2 is met. Documentary evidence provided at gateway two evidences that the overarching principles regarding support, supervision, learning and assessment comply with the SSSA. Programme documentation evidences that the SSSA are met at programme level. The roles of the practice supervisor, practice assessor and academic assessor are clearly explained within the documentation.

Stakeholder involvement in decisions about implementation of the SSSA have taken place at local level and at a wider group level with the Midlands, Yorkshire and East, practice learning group.

There are regionally agreed principles for the ongoing preparation for practice supervisors, practice assessors and academic assessors. There is a proposed course to prepare practice assessors that will replace the mentor preparation course.

The decision to transfer all existing NA students to the new supervision standards from September 2019 is well supported by PLPs/employers who believe that having one consistent message and process will ultimately benefit all concerned. PLPs/employers report that there is a clear understanding of the SSSA from strategic level to direct service delivery level within their respective organisations. This will further support implementation within the proposed programme.

The programme will adopt the England NAPAD and ongoing achievement record which will facilitate consistent assessment that complies with the SSSA.

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

Nursing & Midwifery Council

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. The university is committed to robust assessment and feedback processes as evidenced through the assessment and feedback strategy.

Formative assessment and feedback opportunities are included in each module and within practice learning experiences.

Documentary analysis indicates that these are scheduled appropriately to provide students with feedback throughout the programme to support their development. Students confirm that they receive a high level of support within the university and in practice learning environments.

The assessment process is described in each module specification. The practice assessor has a key role in assessing students' progress, including their proficiency for safe and effective care. The programme specification briefly describes what happens when the assessment criteria are not met and the fitness to practise handbook provides guidelines if there are safety and inadequate care concerns.

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

MET ☒   **NOT MET** ☐

R4.5 is met. The programme learning outcomes are mapped to the modules.

The programme learning outcomes have been mapped to the NMC standards of proficiency for nursing associates. This includes mapping of the practice learning modules.

The NAPAD is also mapped to the NMC standards and proficiencies.

This demonstrates that students who successfully complete the programme will meet the relevant NMC standards.

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)

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

  YES ☒   **NO** ☐

  There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 17 May 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Fall Back Award

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

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

YES ☐   **NO** ☐ **N/A** ☒

There is no fall back exit award with registration as a nursing associate.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 17 May 2019

Section four

Sources of evidence

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

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

Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme.	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	☐	☒

List additional documentation:
If you stated no above, please provide the reason and mitigation Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning is not available. (Condition one)
Additional comments: Post visit documents to support conditions are met: Response to conditions, 17 June 2019 Steering group meeting minutes, 10 April 2019 Updated apprenticeship commitment statement template, 10 June 2019

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐

Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Trainee nursing associate - June 2018/year 1 x 5 - January 2019/year 1 x 2		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒

System regular reports list:
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI and visits to facilities were not required.
Additional comments:

Mott MacDonald Group Disclaimer

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

Issue record				
Final Report				
Author:	Ian Felstead-Watts	Date:	29 May 2019
Checked by:	Judith Porch	Date:	10 July 2019
Approved by:	Leeann Greer	Date:	22 July 2019
Submitted by:	Lucy Percival	Date:	23 July 2019