

Programme approval visit report

Section one

Programme provider name:	University of Lincoln
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	United Lincolnshire Hospital Trust Addaction (HMP Lincoln) Lincolnshire Community Health Services NHS Trust Lincolnshire Partnership NHS Foundation Trust Grosvenor Hall Care St Barnabas Lincolnshire Hospice Stewton House North Lincolnshire and Goole Foundation NHS Trust North Lincolnshire and Goole NHS Foundation Trust Lincolnshire LMC (primary care)
Programme(s) reviewed:	<p>Programme: Nursing associate Title of programme: Foundation Degree (Science) Nursing Associate Programme start date: 23 March 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>
Date of approval	20 January 2020
QA visitor(s):	Registrant Visitor: Isobel Ryder Lay Visitor: Clementina Aina

Section two

Summary of review and findings

The University of Lincoln (UoL) is an established approved education institution (AEI). The school of health and social care (the school) presented a Foundation degree (Fd) nursing associate (NA) programme for approval. The programme entitled Foundation degree science (FdSc) NA is designed against the Standards for pre-registration nursing associates (NMC, 2018) and the Standards of proficiency for nursing associates (NMC, 2018). There are two routes: a two-year full-time self-funded route (FdSc NA) and a two-year full-time apprenticeship route (FdSc NA (apprenticeship route)).

The programme documentation and approval process confirm evidence of effective partnership working between the AEI and key stakeholders. The programme has been co-produced with key stakeholders, including service users and carers, current Health Education England (HEE) nursing associate programme students and practice learning partners (PLPs). The well-established service user and carer strategy ensures active involvement of the service users and carers from the student recruitment and selection stage through to the programme delivery. As a result, service users told us they feel highly valued through their active engagement in decision making.

Partnership working between UoL and PLPs supports the local implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). UoL has adopted the England nursing associate practice assessment document (NAPAD) and related ongoing record of achievement (OAR). There's clear evidence of the UoL and PLPs working collaboratively to develop, support and monitor the work of practice supervisors and practice and academic assessors.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions apply. The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions and one NMC recommendation. There are two university conditions and four university recommendations.

Updated 14 February 2020

Evidence is provided to meet the conditions. The conditions and associated standards 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 for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: The programme team must undertake a mapping exercise to demonstrate how the nursing associate programme could be used as part of the accreditation of prior learning (APL) process for students wishing to enter the NMC approved undergraduate nursing programme. (Standards for pre-registration nursing associate programmes (SPNAP) R1.5; SFNME R2.8)</p> <p>Condition two: The programme team must revisit the programme’s module level learning outcomes, module syllabi and related assessment elements, to show how they meet the general and professional content necessary to meet the NMC standards of proficiency. (SPNAP R2.5; SFNME R5.1)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: The programme team must revisit the programme documentation to clearly demonstrate alignment of programme level learning outcomes with module level learning outcomes and assessment tasks. The team should ensure that the terminology used within learning outcomes aligns with the requirements of the Framework for higher education qualifications (FHEQ) for level four and level five and show appropriate progression. (University condition)</p> <p>Condition four: The university programme</p>

	<p>specification document must be split into two separate documents, one for the apprenticeship route, the other for the non-apprenticeship route. Definitive programme documentation should be generated within the university's academic programme management system. Each programme specification should have its own associated programme handbook. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>14 February 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should update the programme documentation for the apprenticeship route to ensure that the student journey and support from pre-enrolment at university and in placement, through to end point assessment (EPA) is clear. (University recommendation)</p> <p>Recommendation two: The programme team should update the programme documentation for the apprenticeship route to demonstrate formative development and preparation for the EPA. (University recommendation)</p> <p>Recommendation three: The programme team should revisit module descriptors to ensure consistency of learning hours is evident. (University recommendation)</p> <p>Recommendation four: The programme team should keep under review the staffing and workload model to ensure sufficient capacity is available to meet NMC requirements and delivery generally, in light of the potential numbers of students that might seek to access this programme. (SFNME R2.18)</p> <p>Recommendation five: The programme team should ensure that well-being blocks are incorporated into study sessions. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Information provided to students on both routes of the programme is clear about the support available in the university and in practice learning.</p> <p>Monitoring of supernumerary status (self-funded</p>

	<p>route) and protected learning time (apprentice students).</p> <p>Service user and carer involvement in the delivery of the programme.</p>
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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised programme documentation provides evidence the changes required to meet the conditions have been made.

A comprehensive mapping document for use in the APL process explains how modules within the pre-registration NA programme map against those for the pre-registration nursing programme. The module content and learning outcomes map appropriately between the two programmes. Condition one is now met.

A comprehensive mapping document details learning outcomes, module content and related assessments showing the content necessary to meet the Standards of proficiency for the nursing associate programme. Condition two is now met.

The university confirms that the evidence provided by the programme team meets the requirements of conditions three and four.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	25 February 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing associate programmes (NMC, 2018)

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency

and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

There's evidence in documentation and at the approval visit of the university's commitment and collective responsibility to effective partnership working with all partners and stakeholders. Employers and PLPs are involved in the co-production, design, development, planned delivery and evaluation of the programme.

There's evidence from documentation and discussions at the approval visit of prior consultations with students and service users about the proposed programme. There's an effective service user and carer strategy. Service user and carer engagement is evident at all levels, including programme design, student recruitment and selection, delivery, assessment and feedback. We found that this approach is implemented effectively. Service users inform us that they highly value the opportunity to positively contribute to the programme. They tell us they are well prepared for their roles through courses such as equality and diversity training. Service users and carers, we met told us they were involved in design and delivery of existing programmes. They report the programme team valued their input.

Students we met from the existing HEE nursing associate programme speak positively about their programme and support from UoL. Students told us they were consulted on the development of the new programme and their feedback has resulted in changes being adopted into the new programme. Students on the HEE programme understand that they won't transfer to the new NMC approved programme. The AEI works in partnership with students and encourages their input to evaluation and review of modules and programmes. There's is student representation on a number of boards relating to programmes.

The involvement of UoL and PLPs in the development of the England NAPAD is evidence of national partnerships and the OAR has been co-produced in partnership with the Midlands, Yorkshire, north-east and east of England regional group.

The school has placement agreements with each PLP which commit the UoL and PLPs to ensuring that practice learning environments are supportive and effective. PLP senior representatives and employer partners at the approval visit confirm this. Employers who have confirmed support for the programme present at the approval visit are as follows: Lincolnshire Care Association (Grosvenor Hall Care; Stewton House), Lincolnshire Community Health Services NHS Trust, North Lincolnshire and Goole NHS Foundation Trust, Lincolnshire Talent Academy, (, United Lincolnshire Hospital Trust, Lincolnshire Partnership NHS Foundation Trust, Lincolnshire LMC (primary care). They confirm that they are aware of the supernumerary status requirement for self-funded route students and the need for protected time for apprenticeship route students.

Documentary evidence and discussion at the approval visit with PLP senior representatives and employers confirm there are preparation plans and processes in place to develop and support practice supervisors and practice and academic assessors in their roles to meet the SSSA. Oversight of practice supervisors and practice assessors is a joint responsibility of the AEI and PLP leads.

Collaborative working takes place through established monthly meetings between the UoL and PLPs, which includes practice leads and academic staff responsible for the proposed programme.

We found documentary evidence, and confirmation at the approval visit, that students on the existing (HEE) NA programme have been consulted on the proposed programme development.

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

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately

any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

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)

Not Met

R1.5 is not met. The UoL APL process is clear and includes review by the external examiner. At the approval visit, the programme team explained that it would be possible for a student to APL after the first year, or on completion of the proposed Fd NA programme, into the pre-registration undergraduate nursing programme. However, the mapping presented was unclear and didn't show how applicants to pre-registration nursing associate programmes who are currently NMC registered nurses could APL more than 50 per cent on to this programme. There's no mapping to show how the modules of the first year of the NA programme could be APL'd into the first year of the pre-registration nursing programme. There's no alignment of the standards of proficiency between this programme and the pre-registration programme. (Condition one)

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)/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 evidence confirms students receive support to develop literacy and technology skills to ensure access to online resources and this was supported in discussions with the programme team and students. Information technology is introduced at the start of the programme to develop students' confidence in accessing online resources including the virtual learning environment (VLE).

There's a robust assessment strategy to develop students' literacy, numeracy digital and technology skills development, throughout the programme, which both students and the programme team could explain. A variety of online resources are used to support student learning and academic development. These skills are mapped within the proposed nursing associate programme to demonstrate how students will meet the skills within the proficiencies for nursing associates and the programme outcomes. The NAPAD parts one and two includes digital literacy, develops numeracy skills and assesses medicines management, which is also recorded in the OAR.

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.

N/A

Students on the existing HEE NA programme won't be transferring to the proposed pre-registration NA programme or to the SSSA.

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

No

There's a process evident to recognise prior learning mapped against the Standards of proficiency for nursing associates, but the templates provided don't detail that up to a maximum of 50 percent of the programme may be via APL or

acknowledge that NMC registered nurses may apply for more than 50 percent APL against the programme. This doesn't ensure a robust APL process and doesn't meet SFNME R2.8. (Condition one)

Condition one:

The programme team must undertake a mapping exercise to demonstrate how the nursing associate programme could be used as part of the APL process for students wishing to enter the NMC approved undergraduate nursing programme. (SPNAP R1.5; SFNME R2.8)

Outcome

Is the standard met?

Not Met

SPNAP R1.5 is not met. There's a process to recognise prior learning mapped against the Standards of proficiency for nursing associates, but in the mapping provided, it's not clear that up to 50 percent APL may be claimed against the programme. There's no evidence that NMC registered nurses may apply for more than 50 APL against the NA programme.

Condition one:

The programme team must undertake a mapping exercise to demonstrate how the nursing associate programme could be used as part of the APL process for students wishing to enter the NMC approved undergraduate nursing programme. (SPNAP R1.5; SFNME R2.8)

Date: 3 February 2020

Post Event Review

Identify how the condition is met:

Condition one: The changes required to meet condition one have been made. UoL have provided a comprehensive APL mapping document using an example which explains how modules within the pre-registration nursing associate programme map up to 50 percent against modules for the pre-registration nursing programme. The programme specification explains that for NMC registered nurses, prior learning will not be limited to a maximum of 50 percent APL of the overall programme. There's evidence that the module content and learning outcomes map appropriately between the two programmes, for APL purposes, at FHEQ levels

four and five.

Condition one is now met.

Evidence: RPL example NA to registered nursing, undated

Assurance is provided that SFNME R2.8 is now met.

Date condition(s) met: 25 February 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

Assurance is provided that SPNAP R1.5 and SFNME R2.8 are now met.

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:

R2.6.1 sufficient to allow the students to be able to meet the Standards of

proficiency for nursing associates,

R2.6.2 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)

R2.6.3 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)

Yes

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 and discussion at the approval visit confirm that theory and practice learning opportunities will support learners to experience a non-field specific nursing associate programme, across the lifespan and a range of settings. We found evidence that the proposed programme will ensure students access to a theoretical, practical and simulated learning experiences to achieve the programme outcomes and standards of proficiency.

The programme team, service users and employers confirm that the programme delivery is through a balance of theory and practice-based learning with opportunities for students to gain proficiency across the lifespan. Students inform us that they are well supported and prepared for the learning programme and development of skills proficiency. We found evidence that practice learning experience plans support students to achieve the breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of care settings. This was confirmed by students and PLPs. The programme team explained how they tailor the student practice learning experience plan, according to whether the student is an apprentice or not. Apprentice students will be supported to gain the relevant practice learning experience within other PLPs. The programme team and PLPs/employers confirm that practice learning experiences are chosen to ensure that all students have opportunity to practise in a range of environments and have experiences across the life span. Students are supported during their practice by the UoL team, practice supervisors and practice and academic assessors. They told us they feel adequately prepared to relate theory to practice learning and gain knowledge and skills to achieve the proficiencies for nursing associates. Students told us that they are supported to learn technical and non-technical skills through a variety of approaches, including in simulation.

The following employer partners confirmed at the approval visit and through written agreements, their support for the NA apprenticeship: Lincolnshire Care Association (Grosvenor Hall Care; Stewton House); Lincolnshire Community Health Services NHS Trust; North Lincolnshire and Goole NHS Foundation Trust; United Lincolnshire Hospitals NHS Trust (main provider); Lincolnshire Talent Academy ; Lincolnshire Partnership NHS Foundation Trust (mental health services); Lincolnshire LMC (primary care).

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)

No

R2.5 is not met. There's mapping of the programme outcomes but this doesn't make fully explicit the links to the Standards of proficiency for nursing associates at module level (content and assessment). The programme team didn't provide detailed and convincing evidence of how the programme outcomes are mapped to the NMC Standards of proficiency for nursing associates.

It's unclear how the programme module outcomes and content accurately match the expected standards of proficiency as there's no mapping document to demonstrate this. Although all modules are briefly described in the programme specifications, only one module handbook with more detailed information is provided. There's insufficient evidence to show where the Standards of proficiency for nursing associates are taught and assessed in the programme. (Condition two)

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. The proposed nursing associate programme is a Fd and offers two routes; a self-funded full-time two-year route and an apprenticeship, full-time two-year route. We found documentary evidence that each of the two proposed programme routes are not less than 2300 hours in total and offer an equal balance of theory and practice. The hours are sufficient to allow the students to meet the standards of proficiency and programme outcomes.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at

each part of the programme and at the end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Met

R2.7 is met. Documentary evidence confirms that the programme structure for both theoretical and practice learning hours meets NMC requirements. The programme design and delivery indicate clear progression from year one to year two. Arrangements are in place to ensure balance and coverage of all hours which must be achieved by the end of the programme.

The programme structure demonstrates an equal balance of theory and practice, which isn't less than 2300 hours. A variety of learning strategies and approaches is evident. The module descriptors specify aims and outcomes and detail the learning in theory and how this is managed. Practice learning is 37.5 hours per week and is demonstrated in the programme planner and placement planner for the student.

The structure and design of the programme shows how many modules, academic credits and hours are to be completed at the progression point from year one to year two and by the end of the programme. The England NAPAD and OAR show mapping to the proficiencies to be achieved in practice learning.

Student facing documentation provides the programme details and requirements for both routes.

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)

No

Not applicable. This programme only leads to registration as a nursing associate.

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

No

The proficiencies are mapped to the programme outcomes. However, there's no overall mapping document that shows how the programme and associated assessments ensure that students achieve the proficiencies and outcomes (including annexe A and annexe B) across the modules. This doesn't meet SFNME R5.1. (Condition two)

Condition two:

The programme team must revisit the programme's module level learning outcomes, module syllabi and related assessment elements, to show how they meet the general and professional content necessary to meet the NMC standards of proficiency. (SPNAP R2.5; SFNME R5.1)

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

Yes

Outcome

Is the standard met?

Not Met

SPNAP R2.5 is not met. The proficiencies are mapped to the programme outcomes. However, there's no overall mapping document that shows how students will achieve the proficiencies and programme outcomes (including annexe A and annexe B) across the module content and assessments. (Condition two)

Condition two:

The programme team must revisit the programme's module level learning outcomes, module syllabi and related assessment elements, to show how they meet the general and professional content necessary to meet the NMC standards of proficiency. (SPNAP R2.5; SFNME R5.1)

Date: 3 February 2020

Post Event Review

Identify how the condition is met:

Condition two: UoL provided documentation to show how the condition has been met. A comprehensive mapping document details learning outcomes, module syllabi and related assessments showing how they meet the content necessary to meet the standards of proficiency for the nursing associates.

Conditions two is now met.

Evidence: Content specific mapping of the FdSc NA programme, undated

Date condition(s) met: 25 February 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Assurance is provided that the SPNAP R2.5 and SFNME R5.1 are 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 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

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. A review of documentary evidence and discussion during the approval visit confirm that processes and responsibilities are clearly understood by the programme team, PLPs and students. Evidence from documentation and discussions with students demonstrate exposure to a range of practice learning experiences across the lifespan to ensure competent delivery of safe and effective care.

Students confirm they are allocated to diverse practice learning environments which develops their proficiency and awareness of expectations in different care settings. Students learning and progression includes feedback from practice supervisor, practice assessor, service users and is evident in practice assessment documents. The placement planner and discussion with the programme team

confirm that students will be exposed to a range of practice learning experiences to enable safe and effective care to a range of people across the life span and in a variety of settings.

PLPs confirm that they identify practice learning opportunities for students to achieve their proficiencies. A hub and spoke model is used to structure practice learning experiences to enable students to meet the Standards of proficiency for nursing associates. The range of opportunities available are captured and monitored through educational audits. PLPs confirm there's sufficient capacity to meet the practice learning requirements for students on this programme and that they work closely with the programme team to ensure that learning environments are managed effectively.

Apprentice students confirm they are allocated a variety of practice learning experiences that are different from their primary placement and they receive support during these placements. Self-funded students undertake a breadth of placements that ensure that they experience a non-field specific programme across the lifespan and in a variety of settings.

Discussion with the PLPs, practice supervisors and practice assessors we met provides assurance that they understand their role in supervising and assessing the student's competence to deliver safe and effective care. The student's progression and development of competence is captured in the practice learning log which the student completes and submits alongside the OAR.

There's a clear UoL policy and associated process for reporting and escalating concerns. Students at the approval visit describe the support in placements as good and there are systems to access support and raise concerns if necessary. Practice assessors and supervisors, we met are aware of the process if there are fitness to practise concerns about a student which are managed in partnership between the AEI, PLPs and employers.

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 analysis confirms the placement model demonstrates that students on both routes will experience a variety of practice learning experiences in different settings enabling them to meet the holistic needs of people of all ages.

The programme team and the PLPs understand the roles of the practice supervisor, practice assessor and academic assessor in the assessment of practice learning. Guidance and preparation for their roles is confirmed. The

PLP/employer will keep a record of the numbers of appropriately trained practice supervisors and practice assessors and share this with the UoL during the biennial educational audit. The audit process is undertaken in partnership with the AEI and PLP/employer. It assesses the appropriateness of practice learning environments to support students learning and achievement of the proficiencies. Actions plan are made when required and monitored for completion by the UoL in conjunction with PLPs at regular partnership meetings.

There's an agreement to share information between UoL and the employer, for apprentice students and current apprentice students are aware of this.

The England NAPAD will be used to assess students' practice learning and PADs are provided for both self-funded and apprenticeship routes. We found that practice learning is assessed appropriately. The learning outcomes are mapped to the Standards of proficiency for nursing associates. Assessment of practice learning is assessed as a tripartite arrangement which is outlined in the NAPAD and was confirmed by the PLPs, practice supervisors, practice assessors and programme team.

Students have the opportunity to self-evaluate and reflect on their practice learning. This is summatively assessed in the PAD and OAR. Submission of practice assessments allows for ongoing monitoring and evaluation of the student's progress by the practice assessor and academic assessor. Students confirmed that they are required to evaluate each practice learning experience. The practice evaluations are shared with PLPs and employers and any concerns actioned.

The AEI and PLPs confirm that they work in partnership to communicate the findings of Care Quality Commission (CQC) reports. Their regular communication and partnership working enables them to manage any issues arising from CQC or other reports that may pose a risk to the practice learning environment.

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

Met

R3.3 is met. The programme team confirm the use of simulated practice to allow students the opportunity to develop and rehearse the skills needed to meet the Standards of proficiency for nursing associates. This includes both low and high-fidelity simulation. They confirm low fidelity simulation is used to support mandatory training, for example basic life support, while high fidelity simulation is used for more complex situations. Students found these approaches helpful.

A variety of e-learning packages support student learning, which enhances

students' technological literacy and skills. In practice learning environments, students contribute to electronic records.

The England NAPAD will be used to assess practice learning and PADs are provided for both standard and apprenticeship routes.

We are assured there are effective technology enhancements and simulation-based learning opportunities available to support learning and assessment in the programme.

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. Evidence gathered from documentation and discussions with students confirm that there's a range of support services that take account of students' specific needs when allocating their practice learning experiences. Policies and processes provide an effective framework to enable students to develop their fitness to practice skills and proficiency levels.

Established induction systems ensure students have access to resources and online learning materials, and this facilitates their smooth transition to the programme. Effective learning arrangements include simulated learning which prepares students for their practice learning experience aiding students to implement theoretical knowledge into practice.

Documentary evidence and discussions also indicate that assistance is provided to students who need additional support. We found that students with additional learning needs are supported in practice by the programme lead and personal tutors.

There are appropriate and adequate policies and processes in place within the UoL and practice learning environments to ensure that applicants and students with specific learning needs have access to appropriate resources, facilities and support. The school makes students aware of these support services. Students are sign posted at programme induction how to access these services, and details are provided in the programme handbook and through online and web-based information. Students confirm they can access support services and know who to go for support to according to their needs. Their personal tutor and programme leader also signpost them as needed.

Practice supervisors and practice assessors are made aware of the student requiring reasonable adjustments in practice. This was confirmed by the programme team and the PLPs we met. The PLPs and practice educators confirm

they identify and support students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. This is the case for both self-funded and employed students.

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

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

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

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

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

Met

R3.5 is met. Documentary evidence and findings at the approval visit confirms the self-funded full-time students will be supernumerary on all practice learning experiences (option A). Students on the full-time apprenticeship route will have clearly identified protected learning time (option B).

There's an apprenticeship training services agreement signed between each employer partner and the UoL. Employers confirm their commitment to providing and monitoring protected learning time, and their support for students to achieve it. Self-funded students are supernumerary throughout the programme. Protected learning time is recorded and monitored both by the employer and the university (through the apprenticeship office) and is discussed at partnership meetings.

The programme handbook for students details the requirements and expectations for supernumerary and protected learning time appropriate to the route including completion and recording of programme hours.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 3 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

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

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

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

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

R4.6 ensure that all programmes include a health numeracy assessment related to

nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Documentary evidence and discussion at the approval visit confirms that arrangements at programme level meet the SFNME in relation to support, supervision and assessment.

We found the UoL works collaboratively with PLPs and employers to design, deliver and support the proposed programme. There's available evidence about the processes in place for partnership working between AEI's and PLP's as well as active involvement in stakeholder forums such as the 'Together' forum. Robust monitoring and governance arrangements demonstrate the capacity of the AEI and PLPs/employers to deliver the proposed nursing programme.

There's evidence of learning and assessment requirements as well as the practice-based learning to support student's progression across the programme.

Students have sufficient opportunities to develop proficiency in order to meet NMC requirements. The support systems demonstrate that the UoL in partnership with PLPs has the capacity for the development and effective delivery of the programme. Students have continuous access to a wide range of resources including digital resources, VLE and practical learning in both university and practice learning settings.

Senior employer representatives and senior managers at the approval visit assure us of their support for the operational governance of the pre-registration nursing associate programme, which they see as an important collaboration for developing their future workforce. There's a regional educational audit tool for practice learning environments providing consistency in the use of objective criteria for the approval of practice learning environments including qualified practice supervisor and practice assessor capacity. The UoL has signed placement agreements with each PLP identifying responsibilities for educational audits and the governance of the practice learning environments.

There's a wide range of support for the nursing associate students in UoL to support their progression and achievement and includes; academic, pastoral, financial and well-being support. Each student has a personal tutor for the duration of the programme.

Documentary evidence and findings at the approval visit indicate that UoL have the resources to support the ongoing development and requirements for the programme, including academic assessors, practice supervisors and practice assessors. Documentary evidence confirms academic staff have appropriate qualifications and experience to deliver the programme. There's evidence that practice supervisors and practice assessors are prepared for their roles through bespoke training.

The student programme handbook provides details of the support, supervision and assessment in the university and practice learning environments. There are clear processes for student evaluation. Students we met are aware of how to raise any concerns or complaints.

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. The programme team confirm that students will receive supervision and assessment in accordance with the SSSA. PLPs and the UoL confirm there's a structured plan to implement the requirements of the SSSA. We are assured that practice supervisors and practice assessors are prepared on a rolling programme

of development and PLPs are confident that they are able to support, develop and assess the nursing associate students using the PAD and OAR. The practice assessors and practice supervisors we met, confirm that they have been prepared to undertake the role and were supported when doing so. They explained their role in contributing to students learning in practice, including contributing to action plans, recording students learning, contributing to evidence of achievement of competencies and student assessment.

Practice educators oversee the allocation of practice supervisors and practice assessors to nursing associate students. The programme team include a number of academic assessors, who have received preparation to undertake the role and liaise with practice assessors. On development for the academic assessor role is through the university staff development process. The UoL has developed a training package and is working with PLPs including the independent and voluntary sector to identify and prepare future practice supervisors and practice assessors.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Students have formative assessment opportunities to support the development and achievement of summative assessments. The diet of assessments is clear in the programme documentation and includes self and peer assessment. A range of assessment tasks are identified and detailed in the module descriptors.

Students we met confirm they have both formative and summative assessments and get feedback from service users and the wider multidisciplinary team in the NAPAD. They enjoy the formative peer assessment process which they find useful in supporting their own development and develops their confidence in engaging

with service users. Students are very positive about the support and feedback they receive from the programme team. The PAD provides details of the practice learning assessment process. This includes both formative and summative assessment. Practice supervisors and practice assessors, we met demonstrate clear understanding of the practice assessment process and their role in providing feedback to students.

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

Met

R4.5 is met. The PAD and mapping documents identify the module learning outcomes mapped to the Standards of proficiency for nursing associates. The mapping shows that practice learning/experiences are 50 percent of the programme. Students are allocated to practice learning experiences to enable them to achieve the programme outcomes and 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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 3 February 2020

Post Event Review

Identify how the condition is met:

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 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's no fall back award with NMC registration.

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

Yes

Outcome

Is the standard met?

Met

Date: 3 February 2020

Post Event Review

Identify how the condition is met:

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 (OAR)	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: Response to the NMC visitors request for information, January 2020	

NAPAD self-funded year 1, 2020
 NAPAD self-funded year 2, 2020
 NA OAR self-funded, 10 November 2019
 NA PAD (apprenticeship) year 1, 2020
 NA PAD (apprenticeship) year 2, 2020
 NA OAR (apprenticeship), 10 November 2019
 NA placement plans (self-funded and apprenticeship examples), undated
 NA student handbooks (self-funded and apprenticeship examples), undated
 NA programme specification (self-funded route), undated
 NA programme specification (apprenticeship route), undated
 NA practice supervisor and practice assessor training update, undated
 FdSc NA recruitment process graphic, undated
 Example of application through UoL system, undated
 Occupation health and disclosure and barring service information, undated
 School of health and social care fitness to practice flowchart, undated
 NA simulation and skills planner document, January 2020, version 1,
 Updated 14 February 2020
 RPL example NA to RN, undated
 Content specific mapping of the FdSc NA programme, 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: NA students: Year two x five (all apprentices), existing HEE curriculum BSc adult nursing: Year one x five (no apprentices)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List United Lincolnshire Hospitals NHS Trust, 17 October 2019 North Lincolnshire and Goole NHS Foundation Trust, 12 September 2018 Lincolnshire Partnership NHS Foundation Trust, 16 January 2019 Lincolnshire Community Health Services NHS Trust, 27 September 2018	
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI and no visits were required.	
Additional comments:	

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Issue record

Final Report

Author	Isobel Ryder Clementina Aina	Date	27 January 2020
Checked by	Bernadette Wallis	Date	27 February 2020
Submitted by	Lucy Percival	Date	12 March 2020
Approved by	Leeann Greer	Date	13 March 2020