

Programme approval visit report

Section one

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| Programme provider name: | University of Chichester |
| Programme reviewed: | Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/> |
| Title of programme: | FdSc Nursing Associate Higher Apprenticeship |
| Academic levels: | |
| Pre-registration nursing associate | England <input type="checkbox"/> Level 5 |
| Nursing associate apprenticeship | England <input checked="" type="checkbox"/> Level 5 |
| Date of approval visit: | 25 October 2022 |
| Programme start date: | |
| Pre-registration nursing associate | <input type="text"/> |
| Nursing associate apprenticeship | 13 February 2023 |
| QA visitor(s): | Registrant Visitor: Joanna Dunn Lay Visitor: Kuldeep Singh |

Section two

Summary of review and findings

The University of Chichester (UoC) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and has a pre-registration nursing programme in approval since 2021. The School of Nursing and Allied Health (the school) presents for approval a two-year, full time foundation degree (FdSc) nursing associate (NA) apprenticeship. The title of the award is Nursing Associate Higher Apprenticeship. Apprentices will be eligible to register as a NA with the NMC on successful completion of the programme.

The programme will be delivered in Chichester at the Bishop Otter Campus.

The approval visit is undertaken face-to-face.

The development is in response to Health Education England (HEE) funding to expand training NA provision in West Sussex and requested by local practice learning partners (PLPs) and employers. Documentation and discussion at the approval visit confirms that the proposed programme has been developed in response to local employer need and to support local people to enter the health and social care workforce. Programme documentation and the approval process confirm evidence of effective partnership working between the UoC and local employer partners (EPs), service users and carers (SUC) and students.

The following EPs are supporting the NA apprenticeship: University Hospitals Sussex NHS Trust, NHS Sussex Integrated Care Board, Sussex Partnership NHS Foundation Trust, Sussex Community NHS Foundation Trust, St. Wilfrid's Hospice Chichester and Ashton House Nursing Home. Commitment statements are in place for all the proposed EPs. All EPs are represented at the visit and confirm their commitment to the programme. The programme team and EPs tell us that the proposed programme will provide additional resources for the local workforce to meet the health and social care needs of the local population.

Discussion at the approval visit confirm that there are effective partnership meetings between UoC and EPs, with sharing of information and resultant action plans regarding any adverse Care Quality Commission (CQC) outcomes.

UoC will be adopting the pan-England NA practice assessment document (NAPAD) and ongoing achievement record (OAR) and will be used electronically. The NAPAD is mapped to the Standards of proficiency for nursing associates (SPNA) (NMC, 2018).

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for pre-

registration nursing associate programmes (SPNAP) (NMC, 2019) as conditions apply.

Arrangements at programme level do meet the Standards for student supervision and assessment. (SSSA) (NMC, 2018)

The programme is recommended to the NMC for approval subject to one NMC condition and one joint NMC and university condition being met. One joint NMC and university recommendation is made. Three further university recommendations are made.

Updated: 25 November 2022:

Evidence has been provided that the NMC and NMC and university conditions set at the approval visit have been met. The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
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| Recommended outcome to the NMC: | <p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| Conditions: | <p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: Condition one: Confirm how applicants to the programme will be assessed on entry to have capability to develop numeracy skills to meet the programme outcomes. (SPNAP R1.1.3)</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: Condition two: The programme team must revise programme documentation, including student facing documentation, to describe protected learning time and work based protected theory hours in a</p> |

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| | <p>consistent manner. (SFNME R3.2; SPNAP R2.1, R3.5) (Joint NMC and university condition)</p> <p>Education governance: management and quality assurance: None identified.</p> |
| Date condition(s) to be met: | 28 November 2022 |
| Recommendations to enhance the programme delivery: | <p>Recommendation one: Consider increasing the level of diversity and representation of society within the service user group. (SFNME R2.1, R2.6) (Joint NMC and university recommendation)</p> <p>Recommendation two: Include further information on assessment strategy including how theory and practice are interwoven and emphasis on student endeavour/professional knowledge. This is to reflect the fact that the assessment strategy of the programme incorporates elements of continuous assessment and is not merely dependent on the word count equivalencies for summative assignments. (University recommendation)</p> <p>Recommendation three: Clarify description of essay requirements in summative assessment for caring science module. (University recommendation)</p> <p>Recommendation four: Employ correct and consistent terminology/references across programme documents, for example removal of 'learner handbook' from academic quality standards service (AQSS) document; current references to academic regulations in list of exemptions. (University recommendation)</p> |
| Focused areas for future monitoring: | <p>Monitoring resources as student numbers grow.</p> <p>Review the SSSA enactment for simulated practice learning.</p> |

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| Programme is recommended for approval subject to specific conditions being met |
| Commentary post review of evidence against conditions: |

The university has met the conditions set out by the panel at the approval visit.

The programme team have provided information as to how capability to demonstrate numeracy skills will be assessed during the admissions process. Applicants without evidence of passing either GCSE or functional skills level two in math in the last 12 months will undertake an assessment via National Numeracy. Condition one is now met.

Revised documentation has been presented that clarifies protected learning time and work based protected theory hours. Condition two is now met.

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| AEI Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| Summary of observations made, if applicable | |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | 22 November 2022 |

Section three

| NMC Programme standards |
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| 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 (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2022) |

| Partnerships |
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| 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.

The programme has been developed in response to HEE funding to expand training NA provision in West Sussex, at the request of local PLPs and EPs. Documentary evidence and discussion at the approval visit with the programme team, EPs, students and service users demonstrate effective partnership working with all stakeholders. Their involvement in the design and development of this NA programme is clearly evident. The EPs, students and service users spoke about their contribution to curriculum development meetings for the NA programme.

There is evidence of shared responsibility for theory and practice learning, supervision and assessment with EPs. Partnership working is robust and effective at strategic levels for the delivery of the NA programme. Lines of communication and accountability for the quality assurance, delivery and evaluation of the NA programme are established through the educational partnership steering group, programme board, quality learning placement forum and placement allocation meetings which are held regularly to review and provide feedback on student practice learning experiences.

EPs tell us they have contributed to the design of the programme and the practice placement structure. EPs partnership arrangements for the SSSA include agreement for preparation and training of practice supervisors and assessors, and the process of allocating practice supervisors and practice assessors. EPs confirm that a register of practice supervisors and practice assessors for each placement will be kept. The AEI and EPs have documented processes to respond quickly to any concerns if standards of care or students' practice learning are considered at risk. Oversight of practice supervisors and practice assessors is a joint responsibility of the AEI and PLP/EP leads.

UoC are adopting the NAPAD and OAR. The NAPAD is mapped to the SPNA (NMC, 2018). The AEI is planning to convert the national PAD into an electronic format – MyPad.

Employers, supervisors and assessors confirm students have protected learning time in practice learning placements. There is a signed commitment agreement for each EP to support programme intentions which includes the commitment to support protected learning time. Students tell us there are opportunities for student involvement and feedback through programme boards, module evaluations, and student forums. Suggestions are acted upon and feed into programme enhancement procedures. Students tell us they're informed about supervision and assessment in practice and understand the SSSA. Students experience of protected learning time is mixed. Some students tell us they have protected learning time; others suggested there could be clearer information for the EPs about what protected learning time means. However, explanations provided

indicate they're not included as part of the workforce during external placements or during work-based learning.

We found that service user input to the programmes is respected and valued. Partnership working with SUC is effective. The AEI has a well-established voluntary partnership working group between the school and members of the local community, Chichester engagement and advisory group (ChEAG). HEE funding was secured to develop the Chichester sim-players project that includes simulated patients and forum theatre. We found that SUCs are very enthusiastic about their role in ChEAG and tell us its focus is on person centred care. SUC tell us they feel well supported by the AEI and are prepared for their role by the programme teams. Documentary analysis provides evidence of consultation with SUC on programme design and development. The programme team and SUC confirm they provided feedback on module content in the NA programme. The school use SUC in the admission interview panels and overseeing group work activities, this was confirmed by the SUC present at the approval visit. The ChEAG representatives who we met at the approval event acknowledged the need to increase the level of diversity and representation of local community especially young people within the service user group.

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 NOT 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 NOT MET

Post Event Review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET NOT 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

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

R1.1.3 is not met. Documentary evidence confirms an applicant needs GCSE level four or above, or equivalence in both mathematics and English for entry to the programme. Discussion at the approval visit suggests that the currency of the numeracy assessment is not considered, and there is no standardised assessment to assess capability to develop numeracy skills to meet the programme outcome. (Condition one)

- 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. (R1.2)

YES NO

- 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. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

YES NO

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

YES NO

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

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

MET NOT MET

R1.5 is met. UoC has an established recognition of prior learning (RPL) process, and this is detailed in the programme information and specification document. Discussion at the approval visit confirms that the academic regulations at UoC support RPL for the proposed programme. Claims for RPL are made through a portfolio to the RPL board chaired by the vice chancellor (student experience) and may be up to 50 percent of the programme, except for those who are currently a NMC registered nurse. An external examiner scrutinises the RPL claim, and the claim is formally ratified before the student commences the programme. Discussion at the approval visit provides assurance that RPL information is provided for prospective students.

- 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 AEI plans to provide safeMedicate module within the first few weeks of the programme and additional support for students to develop these skills is provided during the programme, if needed. The students also have access to an online numerical and functional skills e-learning package to enhance their learning. Literacy and numeracy are assessed formatively and summatively during the programme. The expectation of numeracy success is outlined for students at the beginning of the programme in the programme handbook. There is documentary evidence that assistance is provided to students who need additional support with digital literacy and technology which includes ongoing support from the library service team. There is clear mapping of the programme outcomes to the SPNA, which identifies where indicative content and outcomes will be achieved. The NAPAD, skills record and the OAR provide written evidence that competence in literacy, digital and technological literacy are managed throughout theory and practice learning.

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

There is no standardised assessment to assess capability to develop numeracy skills to meet the programme outcome.

Condition one: Confirm how applicants to the programme will be assessed on entry to have capability to develop numeracy skills to meet the programme outcomes. (SPNAP R1.1.3)

Date: 25 October 2022

Post event review

Identify how the condition(s) is met:

The programme team have provided information as to how capability to demonstrate numeracy skills will be assessed during the admissions process. Applicants without evidence of passing either GCSE or functional skills level two in math in the last 12 months will undertake an assessment via National Numeracy. Clear information is provided as to the level required in the assessment, and support that will be offered to applicants should they not be successful.

Evidence:

UoC School of nursing and allied health supporting apprentice learners in practice policy, 2021-2024, undated

UoC School of nursing and allied health placement handbook NA higher apprenticeship 2022/23, undated

UoC Email confirmation from chair of approval panel confirming condition signed off, 24 November 2022

Date condition(s) met: 28 November 2022

Revised outcome after condition(s) met:

MET

NOT 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:

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

R2.1 is not met. The programme documentation includes information on protected learning time and work based protected theory hours in an inconsistent manner, and this was not reflective of the SPNAP. There is no definition or guidance for students or EPs on work based protected theory hours. (Condition two)

- 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 programme learning outcomes meet the *Standards of proficiency for nursing associates*. (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. The programme team and PLPs/EPs confirm that placements are chosen to ensure that all students practise in a range of environments and have experiences across the life span. There are placement meetings twice a year where the placement allocation of students is reviewed to ensure that the required range of placements is achieved. The local integrated care board is actively involved in ensuring that all students obtain the required experience and skills required in the local workforce. The module descriptors provide detail of content confirming theory and practice components across the lifespan are fully represented. The students have a 'preparation for practice day' before they commence placement. Students are supported during their practice learning by the link tutor, practice supervisor and practice assessor. This is confirmed by students. They tell us they feel adequately prepared to relate theory to practice learning and are able to gain knowledge and skills to achieve the proficiencies for NAs.

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

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

YES **NO**

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;
 - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

MET **NOT MET**

R2.6 is met. Documentation and discussions at the visit confirm that the proposed programme is designed to enable students to meet the programme outcomes and the SPNA within 2300 hours over two years. Practice learning hours are recorded electronically and all programme hours and off the job training are managed via an apprenticeship management system. The course planner clearly illustrates theory and practice learning time. The programmed learning is mapped to the SPNA, and sufficient time allocated to allow students to be able to meet the SPNA.

- 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 documentation confirms that there is an equal balance of theory and practice learning, with 1150 theory and 1150 practice hours demonstrated in the course planner. The module and programme specifications include a range of learning and teaching strategies, including simulation-based practice learning. Theory hours are achieved through a range of creative pedagogies including lectures, seminars, workshops, online learning and guided independent/group study such as enquiry-based learning and reflective learning. All modules include appropriate aims, learning outcomes and content. Practice learning is managed collaboratively through the AEI placement/programme coordinator and EPs/PLPs. The programme handbook outlines the range of external placements that may be available to ensure that students meet the programme requirements.

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**

R2.8 is not applicable. The programme leads to single registration with the NMC.

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

YES **NO**

The documentation includes information on protected learning time and work based protected theory hours in an inconsistent manner. (Condition two)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES **NO**

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| Outcome | |
| Is the standard met? | MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/> |
| <p>The documentation includes information on protected learning time and work based protected theory hours in an inconsistent manner.</p> <p>Condition two: The programme team must revise programme documentation, including student facing documentation, to describe protected learning time and work based protected theory hours in a consistent manner. (SFNME R3.2; SPNAP R2.1, R3.5) (Joint NMC and university condition)</p> <p>Date: 25 October 2022</p> | |
| Post event review | |
| Identify how the condition(s) is met: | |
| <p>Revised documentation has been submitted that clarifies protected learning time and off the job training requirements. A leaflet on protected learning time for apprentice NAs gives examples of work based protected theory hours. Evidence has been provided that this condition has been signed off by the AEI. Condition two is now met</p> <p>Evidence: UoC FdSc NA higher apprenticeship programme handbook final version three 2023, November 2022 UoC FdSc NA higher apprenticeship AQSS programme outline final 2023, 6 November 2022 UoC Operational guidance on supporting learners in placement final 2023, August 2022 UoC Protected learning leaflet final version three 2023, undated UoC School of nursing and allied health supporting apprentice learners in practice policy, 2021-2024, undated UoC School of nursing and allied health placement handbook NA higher apprenticeship 2022/23, undated UoC Email confirmation from chair of approval panel confirming condition signed off, 24 November 2022 UoC Narrative in response to NMC conditions, 21 November 2022</p> | |
| Date condition(s) met: 22 November 2022 | |
| Revised outcome after condition(s) met: | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |

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, R2.14; 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. Established processes and policies exist for staff and students to raise concerns, assess fitness to practise and support students who may not be achieving. A review of documentary evidence and discussion at the approval visit confirm these processes are understood by the programme team, EPs and students. A placement allocation plan confirms students will be exposed to a diverse range of people across the lifespan to deliver safe and effective care in their placement learning experiences. Students confirm they are allocated to a variety of placement learning environments. For example, NHS hospital trusts, hospices, and GP surgeries in community settings. EPs confirm there is sufficient capacity to meet the practice learning requirements for students on this programme.

Practice learning outcomes are presented in the module descriptors and the SPNA are clearly stated in the PAD. In the event that a proficiency can't be experienced in the practice setting, it will be addressed and assessed in simulated practice. Discussion with the EPs provides assurance that they understand their role in evaluating the ability of the student to deliver safe and effective care and how these expectations are communicated to the students.

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

MET

NOT MET

R3.2 is met. The practice placement model uses the students primary place of employment as the base for the duration of the programme. Students will have spoke practice placements in a range of external settings related to their primary place of employment. External placements are aligned to the HEE curriculum model of hospital, home and close to home. Placements will be allocated by EPs working collaboratively with the programme team to ensure that all students are allocated to a range of experiences enabling them to meet the holistic needs of people of all ages. During the tripartite meetings, student journeys are reviewed to ensure students are achieving outcomes and proficiencies and have had a variety of experiences.

There are opportunities for students to reflect on practice learning experiences. The NAPAD includes sections for students to provide reflections on their progress and performance. Action plans enable them to focus on further development and ongoing learning needs. At the end of each practice placement, students complete an evaluation. Feedback is provided to EPs and action plans developed if required. NA students meet with the practice education team during each module. These sessions provide further opportunities for feedback on placements and practice learning experiences. The programme team tell us about the ways practice supervisors, practice assessors and academic assessors collaborate to ensure students engagement with a diverse range of people, across the life span.

The programme team and EPs understand the roles of practice supervisor, practice assessor and academic assessor in the assessment of practice learning. Supporting guidance is clear and unambiguous.

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

MET **NOT MET**

R3.3 is met. The programme uses a wide variety of teaching and learning methods including simulation-based, role-play and technology enhanced learning which forms part of the AEI's evolving digital ecosystem. This supports the translation of theory to practice. The programme team and students tell us about the opportunities for inter-professional learning with students from other medical science disciplines. The programme team tell us of the availability of technology enhanced learning and assessment strategies including the online numeracy package, safeMedicate. The numeracy package is used through years one and two of the programme, to help develop and support confidence with drug calculations and application to health numeracy. 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 **NOT MET**

R3.4 is met. We found there are policies, facilities and a range of support services available to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. The faculty signpost students towards these services at induction and in the programme documentation. The AEI uses student additional requirement agreement (SARA) which supports learners with academic component of the course and reasonable adjustments in work experience (RAWWE) which supports learners whilst on placements. Students confirm the support services are available. They feel empowered to ask for help and know who to go to if needed. Students mostly remain in a geographical cluster area close to their home base to enable adjustments due to personal circumstances such as travel to practice placement, or changes to shift patterns or undertake caring responsibilities.

- 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 not met. Programme documentation and discussion at the approval visit confirms that this work-based learning route will use option B for protected learning time. Students are required to undertake 720 hours in external placements, with a minimum of 460 hours when they are not counted in the staffing. Whilst in their base placement they are counted in the staffing numbers. The programme documentation is not consistent with regards to the definition or application of protected learning time and did not reflect the SPNAP. (Condition two)

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

YES NO

The programme documentation is not consistent with regards to the definition or application of protected learning time and does not reflect the SPNAP. (Condition two)

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

The programme documentation is not consistent with regards to the definition or application of protected learning time and does not reflect the SPNAP.

Condition two: The programme team must revise programme documentation, including student facing documentation, to describe protected learning time and work based protected theory hours in a consistent manner. (SFNME R3.2; SPNAP R3.5) (Joint NMC and university condition)

Date: 25 October 2022

Post event review

Identify how the condition(s) is met:

Revised documentation has been submitted that clarifies protected learning time and off the job training requirements. A leaflet on protected learning time for apprentice NAs gives examples of work based protected theory hours. Evidence has been provided that this condition has been signed off by the AEI. Condition two is now met.

Evidence:

UoC FdSc NA higher apprenticeship programme handbook final version three 2023, November 2022

UoC FdSc NA higher apprenticeship AQSS programme outline final 2023, 6 November 2022

UoC Operational guidance on supporting learners in placement final 2023, August 2022

UoC Protected learning leaflet final version three 2023, undated

UoC School of nursing and allied health supporting apprentice learners in practice policy, 2021-2024, undated

UoC School of nursing and allied health placement handbook NA higher apprenticeship 2022/23, undated

UoC Email confirmation from chair of approval panel confirming condition signed off, 24 November 2022

UoC Narrative in response to NMC conditions, 21 November 2022

Date condition(s) met: 22 November 2022

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

Standard 4: Supervision and assessment

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

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

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

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

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

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

- R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent
- R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate
- R4.8 ensure that there is equal weighting in the assessment of theory and practice, and
- R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates*.

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Support, supervision, learning and assessment complies with the SFNME (NMC, 2018). There's a placement agreement confirmed by commitment statements for each individual practice placement partners which sets out responsibilities for supporting student learning. Mapping of the SPNA against module outcomes is provided in programme documentation. We found the AEI works collaboratively with EPs to develop and support the proposed programme. They told us about the processes in place to continue to ensure effective partnership working which include a variety of operational and strategic groups and forums. The terms of reference of the groups/forums identify support for the operational governance of the pre-registration NA programme. EPs confirm their active involvement in these forums and groups while acknowledging the AEI's flexible and collaborative approach to best suit placement requirements. The AEI's signed placement agreements with each EP identifies responsibilities for educational audits and the governance of the practice learning environments. We found there is a strategy in place to meet the SSSA. The programme team spoke of clinical educators who are employed specifically to support NA students in

practice learning environments. The practice supervisors and practice assessors we met at the visit confirm the support and training they are receiving from the AEI. They understand what protected learning time means and provide assurance this will be in place for practice learning. The senior management team gave assurance they have resources to support the ongoing requirements for academic assessors, practice supervisors and practice assessors. The deputy vice chancellor spoke at the event about plans for another community campus equipped with digital and simulation learning facilities to support the local EPs' future student needs.

The AEI assure us of robust mechanisms for monitoring and evaluating adherence to NMC Standards. Students tell us about providing feedback through the programme committee structure, practice learning evaluations and module evaluations. Their feedback informs ongoing quality assurance processes. Students said they are listened to by the programme team if they raise any issues. EPs are involved in programme delivery and development. They tell us they contribute to some classroom teaching in the current programme which will continue in the proposed programme.

Documentary evidence and discussion with the programme team confirms they are experienced in higher education and have relevant clinical experience. There are policies that support the quality assurance of assessment. The EPs tell us of their involvement in the assessment of practice. The AEI confirm they assume overall responsibility for this process which involves review from the programme external examiner. We found a wide range of support mechanisms in place at the AEI, these include academic, financial and wellbeing support.

- 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 and discussions at the visit demonstrate that practice assessors, practice supervisors and academic assessors are in place to support the programme. Documentation and discussions at the visit confirm that the SSSA is effectively managed and implemented in practice learning environments.

Documentary evidence confirms that practice assessors, practice supervisors and academic assessors support student learning and development in theory and practice learning environments. Practice assessors and practice supervisors are invited to SSSA training. There are training resources for new practice assessors and practice supervisors. There's a regional approach to supervision of students to ensure consistent oversight of practice supervision and outlines the roles and

responsibilities of the practice supervisor, practice assessor and academic assessor. EPs are informed of support, supervision and assessment needs of NA students. The AEI confirm that governance processes for maintaining appropriate records of practice supervisors and assessors is being established.

The EPs we spoke to at the visit confirm understanding of their responsibilities in relation to their roles as practice supervisors and practice assessors. The AEI has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

Documentation and discussions at the visit confirm that the NAPAD assessment guidance and practice learning handbook for practice assessors, practice supervisors and for academic assessors set out clear processes. Practice assessors, students and academic assessors work together to ensure the proficiencies have been met. Assessments are monitored internally, and standards monitored through the external examiner.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. There's evidence that the learning and teaching strategy includes details of formative and summative assessment methods for both theory and practice. The range of formative and summative assessment strategies is detailed in the programme specification, module specifications and student facing documents. The NAPAD includes formative feedback, and a clear formative and summative assessment strategy. Mapping against the learning outcomes is provided within the module descriptors. This helps students to identify the learning outcomes being assessed. SUC tell us they have opportunities to give feedback to students through the NAPAD and through assessments as simulated patients. Students tell us that they receive feedback to support future learning and development in academic and practice settings. EPs demonstrate clear understanding of the practice assessment process and their role in providing

feedback to students. They know when to include the AEI in this feedback process to the student.

- 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. There's appropriate mapping of curriculum and practice learning to ensure that the SPNA is met. There is no compensation in assessments across theory or practice learning. Documentary evidence confirms that all modules in the programme are mandatory.

The NAPAD is mapped to the SPNA, and records progress and learning in relation to the SPNA. The OAR summarises achievements in each placement with the NAPAD providing a comprehensive record of professional development and performance in practice. Practice assessors and academic assessors make objective decisions about progression and assessment in partnership with practice supervisors. Progress is reviewed at tripartite meetings and documented in the NAPAD.

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

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

YES **NO**

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (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 <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Assurance is provided that Gateway 2: Standards for student supervision and assessment are met | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Outcome | | |
| Is the standard met? | MET <input checked="" type="checkbox"/> | NOT MET <input type="checkbox"/> |
| Date: 25 October 2022 | | |
| Post event review | | |
| Identify how the condition(s) is met: N/A | | |
| Date condition(s) met: N/A | | |
| Revised outcome after condition(s) met: | MET <input type="checkbox"/> | NOT MET <input type="checkbox"/> |
| N/A | | |

| |
|---|
| Standard 5: Qualification to be awarded |
| <p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and</p> <p>R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.</p> <p><i>Standards framework for nursing and midwifery education specifically R2.11, R2.20</i></p> |
| Findings against the standards and requirements |
| <p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1) <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> |

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

YES NO

Fall Back Award

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

YES NO N/A

The programme documentation didn't include a fall-back exit award with registration as a NA.

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: 25 October 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme specification | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Module descriptors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation including: programme handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student university handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation includes HE/FE college information for students, if relevant | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice assessment documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ongoing record of achievement (ORA) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning environment handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning handbook for practice supervisors and assessors specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Academic assessor focused information specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Placement allocation / structure of programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PAD linked to competence outcomes, and mapped against standards of proficiency | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme. (Gateway 2) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018) (Gateway 3) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Curricula vitae (CV) for relevant staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CV of the registered nurse or nursing associate responsible for directing the education programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| Registrant academic staff details checked on NMC website | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| External examiner appointments and arrangements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Written placement agreements between the education institution and associated practice learning partners to support the programme intentions. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable). | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: | | |
| List additional documentation: Condition evidence: UoC FdSc NA higher apprenticeship programme handbook final version three 2023, November 2022 UoC FdSc NA higher apprenticeship AQSS programme outline final 2023, 6 November 2022 UoC Operational guidance on supporting learners in placement final 2023, August 2022 UoC Protected learning leaflet final version three 2023, undated UoC School of nursing and allied health supporting apprentice learners in practice policy, 2021-2024, undated UoC School of nursing and allied health placement handbook NA higher apprenticeship 2022/23, undated UoC Email confirmation from chair of approval panel confirming condition signed off, 24 November 2022 UoC Narrative in response to NMC conditions, 21 November 2022 | | |
| Additional comments: None identified. | | |

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| HE/FE college senior managers, if relevant | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/practice assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, please identify cohort year/programme of study: One UoC Bachelor of Science (Honours) Adult Nursing student, September 2021 cohort One UoC social work apprentice student Three NA students from neighbouring AEI | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no to any of the above, please provide the reason and mitigation: | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|--|-------------------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning / virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If practice learning environments are visited, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| System regulator reports list: CQC report: University Hospitals Sussex NHS Foundation Trust, 22 October 2019 | | |
| If you stated no to any of the above, please provide the reason and mitigation: UoC is an approved AEI, a resource check is not required. | | |
| Additional comments: None identified. | | |

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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

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|---------------|------------------------------|-------|------------------|
| Author(s): | Joanna Dunn Kuldeep Singh | Date: | 4 November 2022 |
| Checked by: | Pamela Page | Date: | 11 November 2022 |
| Submitted by: | Lucy Percival | Date: | 1 December 2022 |
| Approved by: | Leeann Greer | Date: | 8 December 2022 |