

Programme approval report

Section one

Programme provider name:	Birmingham City University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Birmingham and Solihull Sustainability and Transformation Partnership: University Hospitals Birmingham NHS Foundation Trust (UHB)</p> <p>Birmingham and Solihull Mental Health Foundation Trust (BSMHFT)</p> <p>Birmingham Women’s and Children’s NHS Foundation Trust (BWCH)</p> <p>Transforming Care Together Partnership:</p> <p>Birmingham Community Healthcare NHS Foundation Trust (BCHT)</p> <p>Black Country Partnership NHS Foundation Trust (BCPT)</p> <p>Dudley and Walsall Mental Health Partnership NHS Trust (DWMHT)</p>
Programmes reviewed:	Pre-registration nursing associate
Title of programme:	Foundation Degree Nursing Associate
Date of approval visit:	6 February 2019
Programme start date:	25 October 2019
Academic level:	<p>England</p> <p><input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6</p>
QA visitor(s):	<p>Registrant Visitor Liz Gormley-Fleming</p> <p>Lay Visitor Adrian Mason</p>

Section two

Summary of review and findings

Birmingham City University (BCU), faculty of health, education and life sciences has provided a foundation degree for nursing associates based on Health Education England (HEE) curriculum since 2017.

The faculty presented a two-year full-time foundation degree (Fd) nursing associate programme for approval against the NMC *Standards for pre-registration nursing associates* and *Standards of proficiency for nursing associates*. The programme has been developed in partnership with NHS trusts within Birmingham and Solihull Sustainability and Transformation Partnership and the Transforming Care Together Partnership.

Partnership working is strong at operational and strategic levels for the delivery of healthcare programmes. A number of partnership working groups meet regularly throughout the year to ensure that students receive a high standard of theoretical and practice learning.

BCU and their practice learning partners (PLPs) have developed the proposed (Fd) nursing associate programme through their existing partnership arrangements. The unique nature of nursing associate students' practice learning is recognised and supported by a practice-based educational team.

Partnership working with other approved education institutions (AEIs) is demonstrated through an established working group. BCU has fully engaged with AEIs across the region to develop a regional practice assessment document (PAD). There is a context document for local implementation which also includes details of BCU's academic regulations and assessment boards. Practice assessment is supported by a regional strategy and local plan to implement the *Standards for student supervision and assessment*.

The evidence reviewed confirms that arrangements at programme level do not meet the NMC *Standards framework for nursing and midwifery education* as two conditions apply.

Documentary evidence and discussion at the approval visit confirms that arrangements at programme level meet the NMC *Standards for student supervision and assessment*.

The programme is recommended to the NMC for approval subject to three specific conditions.

22 March 2019

Evidence was provided that the changes required to meet the three conditions

have been made. The conditions are met.
The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
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>
<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>Condition one: The AEI must produce evidence of co-production with service users and carers in the delivery, development and evaluation of the programme.</p> <p><i>(Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing associate programmes R2.1).</i></p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition two: The AEI in partnership with practice learning partners must confirm students on this programme have supernumerary status. <i>(Standards for pre-registration nursing associate programmes R3.5).</i></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 AEI must remove all references to 'apprentice'/'apprenticeship' from student facing documentation.</p> <p><i>(Standards framework for nursing and midwifery education R3.2; Standards for pre-registration</i></p>

	<i>nursing associate programmes R2.1).</i>
Date conditions to be met:	22 March 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	<ul style="list-style-type: none"> The implementation of protected time for students

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>Revised copies of the programme documentation provide evidence that the changes required to meet the three conditions have been made.</p> <p>Assurance is provided there is co-production with service users and carers in the delivery, development and evaluation of the programme (Condition one). Confirmation is provided that students have supernumerary status (Condition two) and all reference to apprentices has been removed from student facing documentation (Condition three).</p>	
Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
<p>The university had one calendar month to provide observations on the report. No observations have been received.</p>	
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 conditions met:	22 March 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p>Standard 3: Student empowerment:</p>

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.

We found BCU are fully engaged in partnership working with their PLPs which includes established relationships with NHS and the private and voluntary sector PLPs.

There is evidence of shared responsibility for theory and practice learning, supervision and assessment. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of programmes are established as part of these partnerships. We viewed documentary evidence of plans to prepare PLPs for new roles to meet the *Standards for student supervision and assessment* which was confirmed at the approval visit.

The designated programme leader has oversight of the programme and has sufficient resources to support this. Assurance is given that resources are sufficient to support the delivery of this programme from both an academic and practice learning perspective. We met clinical educators who are employed specifically to support nursing associate students in practice learning environments.

The AEI and PLPs have established processes to enable them to respond quickly to any concerns if standards of care and/or students' practice learning is at risk.

There is a service user strategy which identifies the principles and resources needed for developing good practice for involving service users and carers. The strategy states they should be involved at all levels in the design, delivery and review of students' learning experiences. The extent to which this has been implemented in the proposed programme is limited particularly their role in co-production. (Condition one) (*Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing associate programmes R2.1*).

We found effective governance systems are in place to ensure compliance with the legal, regulatory, education and professional requirements. There are established communication processes between the university, PLPs and students.

We found enthusiastic students who understand their future role as nursing associates. They told us their feedback on the proposed programme has been listened to in consultation meetings. Students have a strong sense of self-identity and are able to inform people about the nursing associate role. Stakeholders and students have worked together in adapting theoretical and work-based learning to suit students' learning needs to meet competencies.

We found robust arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by the AEI and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles.

They are aware of the need to provide sufficient opportunities to provide feedback and assess students.

Oversight of practice supervisors and practice assessors will be a shared responsibility between the AEI and PLP leads. It is evident that collaboration is valued and that this is strong partnership working. There is a shared vision to increase the number of nursing associates substantially over the next five years. There are well established lines of communication and collaboration to work towards achieving this.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#) and, **MET** **NOT MET**

If the AEI has not met the Gateway 1 Standards, please provide narrative for any exceptions:

There is insufficient evidence to support the key principles within the *Standards framework for nursing and midwifery education* relating to the commitment to actively engage service users, carers and the public in the programme development.

There is a service user strategy which identifies the principles and resources needed for developing good practice for involving service users and carers. However, the extent to which this has been implemented is limited, particularly in co-production. (Condition one). (*Standards framework for nursing and midwifery education* R1.12)

Gateway 2: [Standards for student supervision and assessment](#) **MET** **NOT MET**

State the condition(s)

Condition one: The AEI must produce evidence of co-production with service users and carers in the delivery, development and evaluation of the programme.

(*Standards framework for nursing and midwifery education* R1.12, *Standards for pre-registration nursing associate programmes* R2.1)

Post event review

Identify how the condition(s) is met

Condition one:

The AEI has produced documentary evidence of co-production with service users

and carers in the delivery, development and evaluation of the pre-registration nursing associate programme. A timetable identifies service users will engage in classroom activity co-delivering teaching sessions to students. Services users will also be involved in a planned quality review day for nursing associate students. The university has developed and is implementing service user participation in recruitment processes.

The programme team have provided evidence of their communication with the forum for accessing community experiences (FACE) steering group. Regular meetings with the programme team and service users have commenced.

Condition one is met. Assurance is provided that the *Standards framework for nursing and midwifery education R1.12* and *Standards for pre-registration nursing associate programmes R2.1* are met.

Evidence:

- Module guide containing timetable identifying where service users will be involved in classroom activity, undated
- Minutes of meeting with FACE, January 2019
- Expression of interest for involvement of experts by experience from FACE group for the NA foundation degree, February 2019
- Quality day timetable, June 2019
- Minutes of meeting with nursing associate students, February 2019

Date conditions met: 22 March 2019

Revised outcome after condition(s) met: The standard is met.

Assurance is provided that the *Standards framework for nursing and midwifery education R1.12* and *Standards for pre-registration nursing associate programmes R2.1* are 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:
1.1.1 demonstrate values in accordance with the Code

1.1.2 have capability to learn behaviours in accordance with the Code
 1.1.3 have capability to develop numeracy skills required to meet programme outcomes
 1.1.4 can demonstrate proficiency in English language
 1.1.5 have capability in literacy to meet programme outcomes
 1.1.6 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).

Not applicable.

Findings against the standard and requirements

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

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

YES NO

- There is evidence of occupational health entry criteria, inoculation and

immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

YES NO

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

YES NO

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

YES NO

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)

Please provide your narrative and met/not met outcome

R1.5 is met. BCU has an established recognition of prior learning (RPL) process and this is detailed in the programme specification document. Claims for RPL are made through a portfolio and may be up to 50 percent of the programme. This is mapped, assessed and presented at the module board. An external examiner is appointed for this programme and reviews the portfolio evidence. This is reported on for the module board. Information for applicants who wish to claim RPL is provided. 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)

Please provide your narrative and met/not met outcome

R1.6 is 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 confirms there is a numeracy and literacy assessment as part of the admission process. Additional support for students to develop these skills is provided during the programme, if needed. We found all students have access to an online math 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. We were told all students will receive an introduction to information technology at the start of the programme. Ongoing support is available from technical staff and the library service through an open access help support desk. We were informed students will receive a tablet computer with pre-loaded digital programme materials and support when they start the programme. Laptop loan is available to students. We saw a managed virtual learning environment (VLE) where students submit their assignments, and this is also a repository for programme materials.

There is detailed mapping of the programme outcomes to the NMC *Standards of proficiency for nursing associates* which identifies where indicative content and outcomes will be achieved. The PAD and skills record and the OAR provide written evidence that competence in literacy, digital and technological literacy are mapped against proficiency standards and are met.

Proposed transfer of current students to the programme under review

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

The programme team confirmed there will be no transfer of existing trainee nursing associates studying the HEE programme or nursing associates on a higher apprenticeship programme into the proposed NMC pre-registration nursing associate programme.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met **YES** **NO**

Outcome: The standard is met.

Date: 10 February 2019

Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates*.
- R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings
- R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes
- R2.6 ensure that the programme hours and programme length are:
 - 2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,
 - 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)
 - 2.6.3 consonant with the award of a foundation degree (typically 2 years)
- R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and
- R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:
 R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R3.16;
 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. There is a policy for the involvement of service users. This identifies the principles and resources needed for developing good practice in involving service users and carers. At the approval visit we found the extent to which this is implemented is limited, particularly in co-production.

We found the supporting programme documents provide limited details of service

users involvement in the development, delivery, assessment and evaluation of this programme.

Students told us there is little classroom involvement with services users. The service user present at the approval visit explained how this is working in other programmes. (Condition one). (*Standards framework for nursing and midwifery education R1.12*)

The programme presented for approval is not an apprentice route. However, student facing documentation is prepared for an apprenticeship route. Students must be provided with accurate information about the curriculum. (Condition three) *Standards framework for nursing and midwifery education R3.2*

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

YES NO

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

YES NO

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

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

Please provide your narrative and met outcome

R2.4 is met. The proposed programme demonstrates that students will have a breadth of learning experiences across the lifespan. The module descriptors provide detail of content confirming theory and practice components across the lifespan are fully represented. Students confirm the strengths of the current programme include academic content and the practical application in work-based skills. Students are learning and practising in a wide range of practice learning settings. These elements have been embedded in the proposed programme.

Practice learning is structured to allow students to gain experience across the lifespan. Students report they are supported in their alternate placement experiences by PLPs.

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)

Please provide your narrative and met/not met outcome

R2.6 is met. Documentary evidence and discussion with the programme team confirms the length of the programme and the required hours for both theory and practice learning meet NMC requirements. The module descriptors detail the theory and practice learning hours.

The ARC placement management system is used to allocate, record and monitor practice learning hours. ARC provides an overview of the total practice learning hours at any one time. This system is used in the faculty to track programme hours and flags student deficit hours to the programme team in a timely manner. The PAD records the attendance hours in the practice learning environment. The programme team confirm theory hours are recorded for each individual teaching session through a register of attendance.

The theoretical content and placement learning opportunities are sufficient to allow students to meet the *Standards of proficiency for nursing associates*. Practice learning opportunities extend across the lifespan which is confirmed by the programme team and students. Students are positive about their skills development and application of theory to practice learning. PLPs identify individual learning opportunities for their students. There are simulation facilities available for students to practise their skills in a supportive environment at the university.

- 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)

Please provide your narrative and met/not met outcome

R2.7 is met. Documentary evidence confirms the programme structure shows an equal balance of theory and practice learning hours to meet NMC requirements. The programme team confirm there is an equal split between theory and practice learning, and all hours must be achieved by the end of the programme.

The module descriptors provide details of the programme aims and learning outcomes. Learning outcomes are mapped to the *Standards of proficiency for nursing associates*. Each module descriptor describes the breakdown of contact time. The practice hours are 1320 hours of the total programme hours. Detail of how the learning outcomes will be achieved is provided which is appropriate for the proposed programme.

A sample timetable provides detail of the hours allocated to theoretical learning. The faculty's learning and teaching strategy is reflected in the programme. The programme team confirm this strategy will enable students to apply theory to practice learning in a focused manner and is supportive of the learning needs of the student. A variety of teaching and learning methods will be used. These include lectures, skills and simulation activity, group work, e-learning using online material, and teaching and learning within practice learning environments. These are communicated to students in their programme handbook and in module guides.

Documentary evidence and confirmation by the programme team confirms the *Standards of proficiency for nursing associates* and the skills and procedures in annexe A and B are incorporated into the modules. This ensures the *Standards of proficiency for nursing associates* and associated skills are achieved by the end of the two-year programme.

The allocation of practice learning experiences is managed by the AEI. The programme team told us this will be in a block delivery pattern for the alternate placement experience to enable students to experience practice learning across the lifespan. Careful thought is given to students who may need to retrieve practice hours at the end of each year of the programme which aims to enable successful students to complete the programme on time.

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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>
This programme is for a single award leading to nursing associate registration only.
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome: The standard is not met Date: 10 February 2019
State reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s) There is a service user strategy which identifies the principles and resources needed for developing good practice in involving service users and carers. However, the extent to which this has been implemented for the proposed programme is limited, particularly in co-production. (Condition one) Condition one: The AEI must produce evidence of co-production with service users and carers in the delivery, development and evaluation of the programme. (Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing associate programmes R2.1) Programme documentation refers throughout to apprentice and apprenticeship. The programme presented for approval is not an apprenticeship route. Students must be provided with accurate information about the curriculum. (Condition three) Condition three: The AEI must remove all references to 'apprentice'/'apprenticeship' from student facing documentation. (Standards framework for nursing and midwifery education R3.2, Standards for pre-registration nursing associate programmes R2.1)
Post event review Identify how the condition(s) is met Condition one: The AEI has produced documentary evidence of co-production with service users and carers in the delivery, development and evaluation of the pre-registration nursing associate programme. A timetable identifies service users will engage in classroom activity co-delivering teaching sessions to students. Service users will also be involved in a planned quality review day for nursing associate students. The university has developed and is implementing service user participation in

recruitment processes.

The programme team have provided evidence of their communication with the FACE steering group. Regular meetings with the programme team and service users have commenced.

Condition one is now met. Assurance is provided that the *Standards framework for nursing and midwifery education R1.12* and *the Standards for pre-registration nursing associate programmes R2.1* are met.

Condition three:

The programme team have revised student facing documentation and removed all reference to apprentice/apprenticeship.

Condition three is now met. Assurance that the *Standards framework for nursing and midwifery education R3.2* and *Standards for pre-registration nursing associate programmes R2.1*) are met.

Evidence:

- Module guide containing timetable identifying where service users will be involved in classroom activity, undated
- Minutes of meeting with FACE, January 2019
- Expression of interest for involvement of experts by experience FACE group with foundation degree, February 2019
- Quality day timetable, June 2019
- Minutes of meeting with nursing associate students, February 2019
- Pre-registration nursing associate revised module descriptors, March 2019
- Pre-registration nursing associate PAD, March 2019
- Pre-registration nursing associate skills inventory, March 2019
- Handbook for supporting nursing associates in practice, March 2019

Date condition(s): 22 March 2019

Revised outcome after condition(s) met: The standard is met.

Assurance is provided that the *Standards framework for nursing and midwifery education R1.12, R3.2, and the Standards for pre-registration nursing associate programmes R2.1* 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:

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

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)

Please provide your narrative and met/not met outcome

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, PLPs 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 confirmed they are allocated to a variety of placement learning environments in the current HEE programme.

The learning outcomes are identified in the related module descriptors and the *Standards of proficiency for nursing associates* are stated in the PAD.

Theoretical content is provided for students to apply to the delivery of care for a diverse range of people across the lifespan. The PLPs told us how they'll identify practice learning opportunities for students to achieve their proficiencies. The process for evaluating practice learning is identified in the PAD. Discussion with the PLPs 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.

The programme team confirm students will be supported by the module leader, practice supervisors and assessors and academic assessors. PLPs confirmed clinical educators are employed in the ratio of one to 20 students to support students learning and delivery of safe and effective care.

- 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)

Please provide your narrative and met/not met outcome

R3.2 is met. We found all students will have a variety of practice learning experiences enabling them to meet the holistic needs of people in all ages. PLPs confirmed clinical educators will support student learning across the full range of practice learning experiences to meet these holistic needs.

An exemplar placement learning plan demonstrates a co-ordinated allocation of appropriate practice learning experiences to ensure each student has opportunities to meet the holistic needs of people of all ages.

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

We found an appropriate process is in place to demonstrate how practice learning is assessed. The learning outcomes are mapped to the *Standards of proficiency for nursing associates*. The tripartite nature of the assessment of placement learning is clear in the PAD.

There is opportunity for students to self-evaluate and reflect on their practice learning experiences. Summative assessment requirements are clearly stated.

We confirmed an internal moderation process will review the PADS. This process involves academic staff, PLPs and the external examiner.

We found robust internal governance processes to monitor and evaluate the performance of all NMC approved programmes on an annual basis.

Students report they evaluate each practice learning experience. There is a

learning environment assurance framework that considers the suitability of each placement learning experience. Appropriate actions are taken to ensure effective practice learning experiences and enhancements, if required. This framework and processes will apply to the proposed pre-registration nursing associate programme.

- 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)

Please provide your narrative

R3.3 is met. We found a range of simulation suites which provide opportunities for students to participate in high, medium and low-level fidelity simulation-based learning. The programme team confirm simulation supports learning and assessment of both theory and practice. It is used to support mandatory training, for example, basic life support and infection control measures.

Students told us about the opportunity for inter-professional learning with paramedic science students through involvement in a simulated major incident.

The programme team told us about the availability of an online numeracy support package. Students confirm this helps them develop their confidence in drug calculation.

The programme team told us about the virtual learning environment based summative assessment students complete in their first semester. This is a series of questions based on a case scenario which requires students to engage in technology early in their programme. There is a digital anatomy software programme that all students access. 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)

Please provide your narrative and met outcome

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.

Students confirm the support services are available. They feel empowered to ask for help and know who to go to if needed. The clinical educator and PLPs told us they identify and support students in the practice learning environment

who need reasonable adjustments.

- 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)

Please provide your narrative and met/not met outcome

R3.5 is not met. The AEI is responsible for allocating students to a range of practice learning environments. The programme team and PLPs confirmed option B is identified for nursing associate students to ensure they have protected learning time. This option would meet the needs of nursing associates on a work-placed learning route as apprentices. However, students on this programme will be self-funding and will be full-time university students and will have supernumerary status when they are learning in practice. The PLPs agreed that this would be a desirable option for protected learning time. Arrangements to ensure students are supernumerary throughout their practice learning experiences is not provided. R3.5 is not met. (Condition two)

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

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met **YES** **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met **YES** **NO**

Outcome: The standard is not met

Date: 10 February 2019

State reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)

The protected learning time option is not clear or understood by the AEI and PLPs. Arrangements to ensure students are supernumerary throughout their practice learning environment is not provided.

Condition two: The AEI in partnership with PLPs must confirm students on this programme have supernumerary status. (*Standards for pre-registration nursing associate programmes R3.5*)

Post event review

Identify how the condition(s) is met

Condition two:

The AEI in partnership with PLPs confirm students on the pre-registration nursing associate programme will have supernumerary status. Revised documentation including evidence in emails and practice learning agreements confirm supernumerary status.

Condition two is met. *The Standards for pre-registration nursing associate programmes R3.5* is met.

Evidence:

- Statement of compliance between BCU Pro Vice Chancellor and Lead Nurse Workforce University Hospitals Birmingham, March 2019
- Pre-registration nursing associate programme handbook, March 2019
- Pre-registration nursing associate PAD, March 2019
- Handbook for supporting nursing associate students in practice, March 2019
- Pre-registration nursing associate programme specification, March 2109
- Pre-registration nursing associate programme plan, March 2019

Date condition(s): 22 March 2019

Revised outcome after condition(s) met: This standard is met. *The Standards for pre-registration nursing associate programmes R3.5* is 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)

Please provide your narrative and met/not met outcome

R4.1 is met. We found the AEI works collaboratively with PLPs 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 forums. The terms of reference of the forums identify support for the operational governance of the pre-registration nursing associate programme. PLPs confirm their active involvement in these forums.

Service level agreements are in place with PLPs identifying responsibilities for educational audits of the practice learning environments. We found there is a strategy in place to meet the *Standards for student supervision and assessment*. We met with clinical educators who are employed specifically to support nursing associate students in practice learning environments. Intended practice supervisors and practice assessors confirmed they are being prepared for their role in practice learning. They value the support they are receiving from the university. 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 AEI

assure us of robust mechanisms for monitoring and evaluating adherence to NMC Standards.

Students told 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.

PLPs are involved in programme delivery and development. They told 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 PLPs told 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).

Please provide your narrative and met/not met outcome

R4.2 is met. The AEI confirm they are adopting the *Standards for student supervision and assessment* from September 2019. The strategy document and transition model confirm arrangements for implementing these standards.

A regional approach to supervision of students is to be adopted to ensure consistent oversight of practice supervision. This is agreed with PLPs locally and across the region. A transition model, developed by PLPs will be implemented which outlines the roles and responsibilities of the practice supervisor, practice assessor and academic assessor.

We viewed materials for preparation and update of practice supervisors and practice assessors. PLPs are informed of support, supervision and assessment needs of nursing associate students. The AEI team informed us of their plans to provide roadshows and webinars to prepare and support PLPs. They plan to continue working with PLPs to roll out their strategy for the preparation of practice supervisors and assessors. This includes case study development and a dedicated website containing relevant resources and newsletters.

The AEI confirm that governance processes for maintaining appropriate records of practice supervisors and assessors is being established.

The PLPs confirm understanding of their responsibilities in relation to their roles as practice supervisors and practice assessors. PLPs confirm they do not plan to have newly qualified nursing associates or newly qualified registered nurses in a practice supervisor role. Newly qualified registrant nursing associates or nurses will do a preceptorship period before preparing to be practice supervisors.

The AEI confirm academic assessors are being prepared for their role. Transition arrangements are in place with plans to provide online or face-to-face update sessions. The AEI has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

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)

Please provide your narrative and met/not met outcome

R4.4 is met. Students have formative opportunities to prepare them for summative assessments and to support their development. A range of assessment tasks are identified and detailed in the module descriptors. Mapping against the learning outcomes is provided within the module descriptors. This helps students to identify the learning outcome(s) being assessed.

We reviewed student online submission processes and how they receive feedback. Students are positive about the support they receive, and they confirmed feedback helps them for future assessment. Documentary evidence confirms these processes.

The PAD provides details of the practice learning assessment. There are both formative and summative assessment points in practice. PLPs demonstrate an 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)

Please provide your narrative and met outcome

R4.5 is met. The PAD and mapping documents identify the *Standards of proficiency for nursing associates* will be met during the programme. Careful consideration is given to the nature of the practice learning environment to enable students to achieve the programme outcomes and *Standards of proficiency for nursing associates* to be fit for practice by the end of the programme.

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**

- There is an appropriate assessment strategy and process detailed. (R4.7) **YES** **NO**

- There is an assessment strategy with details of the weighting for all credit bearing assessments. **YES** **NO**

- Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8) **YES** **NO**

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates. (R4.9)* **YES** **NO**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met **YES** **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met **YES** **NO**

Outcome: The standard is met

Date: 10 February 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1) **YES** **NO**
- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2) **YES** **NO**

Fall Back Award

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

YES **NO** **N/A**

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

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

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES **NO**

Outcome: The standard is met

Date: 10 February 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<i>nursing and midwifery education</i> (NMC, 2018)		
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Learning and development agreement, March 2017</p> <p>Learning environment assurance framework, March 2018</p> <p>BCU academic regulations, September 2018</p> <p>Extenuating circumstances procedure 2018-2019 academic year</p> <p>Fitness to practise policy, undated</p> <p>Access and participation plan, undated</p> <p>Pan MYEPLG context document, undated</p> <p>Nursing associate transition arrangements</p> <p>Nursing associate course handbook, January 2019</p> <p>Moderation of practice terms of reference, undated</p> <p>Staff development plan, undated</p> <p>Health Education West Midlands learning and development agreement, 2017</p> <p>MYEPLG presentation webinar</p>		

QAA mapping documents to academic level 4 and level 5

NMC signatory list

NMC PIN reveal list

Post-event documentation:

Module guide containing timetable identifying where service users will be involved in classroom activity, March 2019

Minutes of meeting with FACE, January 2019

Expression of interest for involvement with foundation degree, February 2019

Quality day timetable, June 2019

Minutes of meeting with nursing associate students, February 2019

Statement of compliance Pro Vice Chancellor BCU and Lead Nurse Workforce University Hospitals Birmingham

Pre-registration nursing associate programme handbook, March 2019

Pre-registration nursing associate PAD, March 2019

Pre-registration nursing associate programme specification, March 2109

Pre-registration nursing associate programme plan, March 2019

Pre-registration nursing associate revised module descriptors, March 2019

Pre-registration nursing associate skills inventory, March 2019

Handbook for supporting nursing associates in practice, March 2019

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

Additional comments:

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"/>
Senior Managers x five		
Senior Lecturer x one		
Library Services x one		
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme Lead Nurse and programme manager for nursing associates x five Clinical Educator x one	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors Programme lead x one Programme team x two	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/ Six 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: Three second year students, level five Two first year students, level four		
Service users and carers Service user x one	<input checked="" type="checkbox"/>	<input type="checkbox"/>
This was a university approval visit so HE/FE college senior managers were not met.		
Additional comments: 2 x BCU observers		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If yes, state where visited/findings:</p> <p>A tour of the clinical skills simulation facilities was provided. This facility provides opportunities for both high and low fidelity simulation for nursing associate students. The SPACE facility is a resource where students can practice clinical skills in a safe environment to develop their confidence. Hard copy resources are also available in this facility to support learning. These facilities are well resourced with equipment and support staff.</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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Issue record

Interim Report

Author:	Elizabeth Gormley-Fleming	Date:	13 February 2019
Checked by:	Monica Murphy	Date:	22 February 2019

Final Report

Author:	Elizabeth Gormley-Fleming	Date:	26 March 2019
Checked by:	Monica Murphy	Date:	15 April 2019

Approved by:	Andrea Bacon	Date:	25 April 2019
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