

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Edge Hill University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Bridgewater Community Healthcare NHS Foundation Trust Registered Charity Alder Hey Children's NHS Foundation Trust Private Independent Voluntary Organisation Local Authority Mersey Care NHS Trust Ainsdale GP Lancashire Care NHS Foundation Trust North West Ambulance Service NHS Trust Cheshire and Wirral Partnership NHS Foundation Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust Astley GP Practice North West Boroughs Healthcare NHS Foundation Trust West Lancashire CCG East Lancashire Hospitals NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Brownlow Health Central Surgery Lancashire Teaching Hospitals NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust Liverpool Community Health NHS Trust NHS Warrington CCG</p>

	<p>Glovers Lane Surgery Guardian Medical Centre Wrightington, Wigan and Leigh NHS Foundation Trust Wigan ETP NHS Blood and Transplant Services Liverpool Heart and Chest Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Marine Lake Medical Practice Wigan CCG NHS South Sefton, Formby and Southport CCG Halton CCG Wirral CCG Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Pemberton Surgery Wigan Borough Clinical Commissioning Group Bolton NHS Foundation Trust NHS Western Cheshire Bollington Medical Centre Rainford Health Centre Rainhill Village Surgery SSP Health Aintree University Hospital NHS Foundation Trust St Marks Medical Centre Central Lancashire PCT The Village Medical Centre The Walton Centre NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Westminster Medical Centre</p>
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	Westmore GP Centre
<p><b>Programmes reviewed:</b></p> <p>Programmes: Nursing associate Title of programme: FdSc Nursing Associate (direct entry) Programme start date: 27 January 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p> <p>Programmes: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate (apprentice) Programme start date: 27 January 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
<b>Date of approval visit:</b>	6 September 2019
<b>QA visitor(s):</b>	Registrant Visitor: Maureen Harrison Lay Visitor: Kuldeep Singh

**Section two**

**Summary of review and findings**

Edge Hill University (EHU) is an approved education institution (AEI). EHU faculty of health and social care is seeking approval for a full-time, two-year, pre-registration foundation degree, FdSc Nursing Associate programme. There are apprenticeship and direct entry routes. The programme is designed to meet the Standards of proficiency for nursing associates and the Standards for pre-registration nursing associate programmes (SPNA) (NMC, 2018).

The programme documentation and approval process confirm evidence of effective partnerships between the EHU and employer practice learning partners (PLPs). The employer PLPs supporting the development and delivery of the programme are: Aintree University Hospitals NHS Foundation Trust; Southport and Ormskirk Hospital NHS Trust; St Helens and Knowsley NHS Trust; and, The Walton Centre NHS Foundation Trust.

Documentary evidence and discussion at the approval visit confirms the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

Arrangements at programme level between the AEI and employer PLPs meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

EHU has a partnership agreement with other AEIs, Health Education England (HEE) and employers and PLPs in the north west of England to ensure quality learning experiences for the health and social care workforce. The North Mersey Partnership organisations, together with EHU, have delivered the HEE curriculum for nursing associates. The all-England nursing associate assessment of practice document (NAPAD) is being adopted in the proposed programme.

EHU in partnership with Aintree University Hospitals NHS Foundation Trust confirm a collaborative action plan is in place to effectively manage any risks to practice learning related to issues from a Care Quality Commission (CQC) quality review. On 16 January 2018 the CQC rated Aintree University Hospitals Foundation Trust as still requiring improvement following an inspection in October 2017. The trust is not fully compliant in identifying and supporting persons who lack the capacity for consent. Caring is rated good. All risks to student training and support are managed in partnership through a rigorous and systematic process initiated by the trust. EHU has joint action plans with ongoing reviews and monitoring practice learning environments through informal and formal meetings.

The programme is recommended to the NMC for approval subject to four university conditions. Two university recommendations are made.

Updated 25 September 2019:

The university confirmed the four university conditions are met.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: Convert the programme specification to 'undergraduate non-modular' format, to include:</p> <ul style="list-style-type: none"> <li>• Mapping of year of study learning outcomes to programme learning outcomes (as per annexe four);</li> <li>• In section 12 entry requirements, amending the international English language testing system (IELTS) scores in line with current requirements. (University condition)</li> </ul> <p>Condition two: Update the programme documentation, including delivery agreements where appropriate, to reflect:</p> <ul style="list-style-type: none"> <li>• The replacement of mentors with practice supervisors, practice assessors and academic assessors, and provide an academic assessor role descriptor;</li> <li>• The trainee nurse associate (TNA) apprenticeship assessment plan, specifically requirements for progression to 'end point assessment' within three months of programme completion and minimum of 60</li> </ul>

	<p>percent of off-the-job learning (subject to confirmation from the Institute for Apprenticeships). (University condition)</p> <p>Condition three: Prior to final institutional approval of the apprenticeship route, provide confirmation of:</p> <ul style="list-style-type: none"> <li>• A current signed employer-provider apprenticeship training services agreement and apprenticeship programme (Schedule 2) between the university and each NHS trust. (University condition)</li> </ul> <p>Condition four: Before the start of apprenticeship programme delivery, ensure the completion of:</p> <ul style="list-style-type: none"> <li>• Signed individual 'apprenticeship agreements' between each apprentice and their employer trust;</li> <li>• Signed individual three-way commitment statements between apprentices, their employer trusts and the university. (University condition)</li> </ul>
<p><b>Date condition(s) to be met:</b></p>	<p>25 September 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: In the programme specification:</p> <ul style="list-style-type: none"> <li>• In section 23ai student 'learning journey', reference the opportunity for successful students to articulate into the pre-registration nursing honours degree via the university's process for recognition of prior learning;</li> <li>• In section 24: teaching and learning and assessment strategies, draw on the detail contained in year of study specifications to provide a brief narrative statement on the programme's strategy for technology enhanced learning, including use of Blackboard. (University recommendation)</li> </ul> <p>Recommendation two: The faculty is advised to secure an early agreement with a registered end-point assessment organisation ahead of completion of the current apprenticeship cohort at the end of this academic year. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Review employers' and apprenticeship students' experience of protected learning time in the practice learning environment.</p>

Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b> The university confirmed all four university conditions have been met.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> Yes
<b>Summary of observations made, if applicable</b>	The university confirmed the accuracy of the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	25 September 2019

### Section three

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

## Partnerships

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

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

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

**Standard 1: The learning culture:**

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

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

**Standard 2: Educational governance and quality:**

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

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others



**Standard 5: Curricula and assessment:**

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

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

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

**Standard 1: Organisation of practice learning:**

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Programme documentation and discussion at the visit confirms evidence of effective partnership working between the EHU, employers and PLPs at strategic and operational levels. This is evident through the ongoing commitment to the proposed nursing associate programme. The AEI and PLPs provided 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 this partnership. The AEI has worked with HEE and North Mersey partnership organisations to provide a pilot nurse associate programme at EHU from March 2017. We are assured of EHU commitment to higher and degree apprenticeships and were given examples of partnership working to develop strategic protocols, such as protected learning time.

The oversight of the programme will be a shared responsibility between HEE, the AEI and employer PLP leads. EHU, employer PLPs and other AEIs in the region (nursing associate north Merseyside partnership) are working in partnership to provide a uniform approach in managing all aspects of the student learning journey. The adoption of the NAPAD is agreed. Partners have agreed that apprenticeship students will have practice learning under a 'hub and spoke' model. The hub is the apprentices' organisation. A 'memorandum of commitment' allows apprenticeship students to have 'spoke' practice experiences with PLPs. In addition to this EHU works with other AEIs in the north west region, employers and HEE to implement the SSSA (NMC 2018) for all pre-registration NMC students from September 2019. Training plans and online packages have been agreed by the group and are shared across the region.

At the visit, assurance was given by the programme team, employers and PLPs of ongoing meetings at strategic and operational level to design, manage and evaluate the programme. PLPs' contribution to the programme design includes the decision to adopt protected learning time option A for direct entry students and option B for apprentices (Standards for pre-registration nursing associate programmes R3.5).

Additional contribution from the PLPs is the structure of the programme with year long modules and blocks of theoretical and practice learning. Employers tell us the structure moderates the 'peaks and troughs' of when students access the practice learning environment. Other PLP specific contributions are the choice of some modes of assessment, and the use of learning logs to enhance critical thinking and theory and practice integration.

There are contracts between EHU, employers and students which detail the obligations and commitments of all parties in the apprenticeship route. EHU has a designated 'year of study' lead to monitor governance and resource allocation. Employers told us how new posts, including practice education facilitators and practice educators, have evolved to support nursing associate apprenticeships. We spoke to these individuals who describe how their role is helping the adoption

of the new nurse associate role into the culture of the organisation.

Students spoke of the developmental support offered by these individuals. The AEI and PLPs have established lines of communication to enable them to respond quickly to any concerns if standards of care and/or practice learning is at risk.

There is a shared vision to increase the number of nursing associates in the future. Documentary evidence and discussion during the visit confirms EHU and PLPs have rigorous processes in place to select candidates who meet the entry requirements. Some PLPs recruit internally and externally, others recruit only internally. PLPs work with local further education colleges to support employees undertaking studies, to help them meet literacy and numeracy requirements for entry to the programme. Students spoke of the literacy and numeracy support given by their organisations prior to applying for the apprenticeship. The programme team and PLPs spoke of the joint interviews which take place to make the final selection of students. Service users and carers (SUCs) are involved in the decision process at interview; EHU has a clear SUC strategy. We found that service user input to the programmes was respected and valued. SUCs we spoke to confirm their involvement in the design, development and delivery of the programme. SUCs' knowledge and understanding of the nurse associate programme was very evident. The SUC group confirm how they are engaged with a number of programme activities, including selection, teaching, simulation, curriculum development and quality assurance events.

Students spoke very positively about having the opportunity to participate in an apprenticeship programme. Many students identified that personal circumstances would have prevented them from undertaking a direct entry route. Student representatives indicated that they are clear about lines of communication.

Documentary evidence and the approval process confirm cohesive partnerships in monitoring individual student learning journeys. Students confirm that they are listened to by organisations and the EHU and they tell us they have seen changes as a result of their feedback.

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

***Met***

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

<b>Met</b>
<b>If not met, state reason</b>
<b>Post Event Review</b>
<b>Identify how the condition is met:</b>  N/A
<b>Date condition(s) met:</b> 6 September 2019  <b>Revised outcome after condition(s) met:</b>

<b>Student journey through the programme</b>
<b>Standard 1 Selection, admission and progression</b>
<b>Approved education institutions, together with practice learning partners, must:</b>
R1.1 Confirm on entry to the programme that students:
R1.1.1 demonstrate values in accordance with the Code
R1.1.2 have capability to learn behaviours in accordance with the Code
R1.1.3 have capability to develop numeracy skills required to meet programme outcomes
R1.1.4 can demonstrate proficiency in English language
R1.1.5 have capability in literacy to meet programme outcomes
R1.1.6 have capability for digital and technological literacy to meet programme outcomes
R1.2 ensure students' health and character allows for safe and effective practice

on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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

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

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

Standards framework for nursing and midwifery education specifically:

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

### **Proposed transfer of current students to the programme under review**

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

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R1.5 is met. Programme documentation, including EHU policy, procedures and student handbooks, confirm a robust approach to recognition of prior learning (RPL). This includes scrutiny of RPL claims from an external examiner and ratification from an assessment board. Candidates may make an RPL claim for up to a maximum of 50 percent of the programme. EHU and PLPs have agreed a protocol for recognition of prior experiential learning. Potential candidates without a level three qualification or 32 UCAS points may apply for experiential RPL if they can demonstrate the ability to succeed at level five studies. Evidence of this is through a portfolio and a structured protocol at interview. The portfolio must articulate experience of healthcare and knowledge and understanding of current healthcare issues. At interview analytical and reasoning skills must be evidenced.

Programme learning outcomes are mapped against the Standards for proficiency for nursing associates and RPL is mapped against programme learning outcomes.

The maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently NMC registered nurses without restrictions on their practice. Programme documentation gives examples of registered nurses: for example, return to practice individuals, who might put in a claim for more than 50 percent.

Programme documentation confirms that students can RPL against year one of the programme. Students who are registered nurse associates can enter the beginning of year two of a nursing programme. The programme team confirm that to date there have been no RPL applications.

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

***Met***

R1.6 is met. Documentary evidence details that numeracy, literacy, digital and technological literacy skills are integrated into the curriculum in theory and practice. Mapping demonstrates the indicative content meets NMC proficiencies and programme requirements.

Support mechanisms for the development of numeracy, literacy, digital and technological literacy are detailed in the student handbook and on the virtual learning environment (VLE). The programme team and students spoke of the ease of access to support in the 'Catalyst' building, a centre for social and academic support. The teaching and learning strategy identifies the Jisc digital capabilities framework supports the achievement of required nurse associate proficiencies. Students develop these through online learning packages, quizzes, multimedia learning objects, through simulation and the NAPAD. Learning resources are cloud-based so can be accessed from anywhere. The digital productivity lab housed within the faculty ensures that individual students can gain access to digital objects in the virtual learning environment (VLE) through PCs and hand-held devices. Ease of access to technologies is necessary because the NAPAD is electronic. Students all commented on their significant learning and development of digital and technological skills. Students confirm they experience a variety learning methods.

There are formative online self-diagnostic tests for numeracy available at each stage of the programme. A qualified maths tutor is available to work with students. Numeracy and medicines calculations are tested via the NAPAD. Numeracy for health is tested in year one and medicine calculations in year two, both require a 100 percent pass.

Oral and written literacy skills are also developed as students progress in the programme through classroom discussion, the flipped classroom approach, formative objective structured clinical examinations (OSCEs) and through feedback on academic and practice assessments. A structured learning log where students develop a patient profile and consider key areas of care provision is embedded into the programme structure. The log allows students to make links between theory and practice and enhances critical reasoning. The NAPAD is linked to numeracy and written literacy. Verbal reasoning skills are tested during OSCEs and poster presentations.

*Proposed transfer of current students to the programme under review*

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

**Met**

Students currently registered on the HEE FdSc Nursing Associate programme will remain on their current programme. No transition arrangements are required owing to the HEE/NMC arrangements for legacy programmes. The HEE programme has been matched against the SPNA (NMC 2018). Any student who has a change of circumstances and requires a break in studies will be managed, through the established EHU RPL procedures and bespoke support arrangements if needed. In this instance there are processes written into apprenticeship agreements and contracts which are managed by EHU and employers.

EHU and employer PLPs confirm readiness for all pre-registration NMC students to transfer to the SSSA (NMC 2018) in autumn 2019. Students assured us they understand the change from mentors to practice supervisors and assessors.

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 6 September 2019**



**Post Event Review**

**Identify how the condition is met:**

*N/A*

**Date condition(s) met:** *N/A*

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

**Standard 2 Curriculum**

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R2.4 is met. The approval document and programme specification for direct entry and apprenticeship route details the structure of the programme. There is an equal

balance of theory and practice learning. There are blocks of theory weeks followed by blocks of practice weeks. Employer PLPs assure us they support the release of apprentices to blocks of study. The programme consists of two 120 credit years of study. Learning outcomes demonstrate an across-the-lifespan approach with knowledge and understanding of the contexts of care. The programme team tell us they have moved away from a 'condition' approach to that of holistic caring for an individual and their family in different contexts. The programme team assure us that registrant academics representing every field of practice have contributed to providing a non-field specific programme.

The practice component of the programme will provide practice learning opportunities that allow students to apply theory that enables them to meet the SPNA. Practice placements will take place in a variety of settings such as hospitals, at home and close to home. The variety of practice experiences allows students to gain an understanding of safe and effective care across the lifespan. PLPs tell us how they manage and monitor students learning to meet requirements. Students confirm they have cared for people across the life-span.

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

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

**Yes**

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

**There is evidence that:**

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

**Met**

R2.6 is met. Documentation evidences that the programme is delivered over two years. The programme meets the minimum 2300 hours requirement for nursing associate programmes. The curriculum content supports the achievement of the proficiencies required of a nursing associate on successful completion of the programme. Year one provides a foundation of the fundamental principles which underpin professional practice, including professionalism, accountability, personal and professional development and the delivery of person-centred care. In year two critical thinking skills are developed and applied to care-giving within teams and organisations.

Attendance at university and practice is monitored by academic staff and PLPs. Sickness and absences in any context must be reported online. The PLPs assure us that there are processes in place to allow apprentice students time to make up hours. For direct entry students additional practice hours are met in flexible learning weeks at the end of each year.

Students assure us that the programme has allowed them to develop their role. Employer PLPs are confident the programme prepares apprentices to develop the skills required to register as a nursing associate.

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

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

***Met***

R2.7 is met. Approval documentation and programme specifications clearly identify an equal balance of theory and practice learning. Programme aims, outcomes and modular learning outcomes are mapped against the NMC platforms, proficiencies and apprenticeship standards. Student-facing documentation illustrates that there is a range of learning and teaching strategies employed for the students to achieve the outcomes. Students told us of a variety of teaching and learning methods. Students indicated that they prefer seminar type activities where there is the opportunity to share and learn from each other.

Practice learning accounts for 50 percent of the programme. The programme outcomes are the same for both direct entry and apprenticeship students but the design of practice learning differs. All direct entry students will be supernumerary and four placements are allocated by the EHU placement support unit. Students will experience hospital, close to home and at home. For their final placement they will be able to identify a preferred context.

Apprentices will have protected learning time within their hub, which is within the organisation where they are employed. They will have external 'spoke' placements, which is defined as experience outside of the main place of employment in the three required contexts of care. In the 'spoke' placements apprentice students' will be supernumerary.

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

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 September 2019**

**Post Event Review**

**Identify how the condition is met:**

***N/A***

**Date condition(s) met: *N/A***

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

**Standard 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

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

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

**variety of settings. (R3.1)**

***Met***

R3.1 is met. The AEI, in partnership with PLPs, has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the SPNA. This includes making sure students experience a variety of appropriate practice learning environments. The allocation process for both direct entry and apprentice students takes into account the need for students to have a diverse range of practice learning environments. The memorandum of understanding allows students to gain 'spoke' experience of differing contexts of care, not available within their organisations. Students gave examples of the type of 'spoke' experiences they had. This included community, maternity care and mental health services. The programme team tell us of an organisation based learning disabilities nurse who works with student nursing associates. A consultant children's nurse who has a joint post with Alder Hey Children's Hospital contributes regularly to the programme. PLPs tell us that practice learning experiences are monitored through tripartite interviews. This has allowed education facilitators and practice educators to provide individualised student placement journeys. The programme team tell us of interdisciplinary conferences such as 'positive choices', 'student mental health awareness' that are organised for the whole pre-registration student body. PLPs tell us of 'masterclasses' which are held regularly and available to the whole pre-registration student body.

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

***Met***

R3.2 is met. Documentary evidence indicates that the university is committed to ensure breadth and transparency of practice learning experience for students. Students have a range of practice placements where they can experience care of people across the lifespan, and with a range of cognitive, behavioural mental health and physical care needs.

The north west consortia have an 'inPlace' audit tool and a self-appraisal tool for practice learning environments. Together these ensure the practice environment provides safe, effective care, with supervisors and assessors in place. There are systems in place for assessing, monitoring and evaluating practice learning experiences at an operational and strategic level.

Students tell us that feedback they have given, in particular with reference to protected learning time in practice has been responded to and acted on. Students said that whilst on hub placements they have sometimes found that colleagues do

not fully understand the nursing associate role. They tell us they work closely with practice education facilitators to resolve conflicts over role changes, from a healthcare assistant to a student apprentice nursing associate. PLPs speak of the value of the steering group where practice education facilitators employed to work with nursing associates meet regularly. It is through the action of this group that clarification and a uniform approach over protected learning time has emerged. In addition the PLPs tell us of the recommendation to include 'learning logs' into programme. At the end of shifts students are encouraged to critically reflect on the reality of holistic care of individuals across the age span and in a variety of contexts.

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

***Met***

R3.3 is met. Programme documentation shows effective and proportionate use of technology enhanced learning. There is a 'stepping up the Edge Hill' pre-entry programme which starts to prepare students for technology enhanced learning and the use of the VLE. Programme information, links to placement information and module resources are all available through the VLE. In addition there are online maths self-assessment resources and links to the Elsevier clinical skills package. Students told us of the 'steep learning curve' in getting used to digital technologies. They tell us of the importance of opportunities for peer and 'buddy' support while they adapt to this aspect of university life.

Simulation-based learning runs through the programme. It aids the development of clinical knowledge, skills and practice, and is part of the assessment strategy. There is a concentration of simulation activities at the end of each year. Simulation enables students to 'practice' nursing procedures and meet the proficiencies in annexe A and B. They offer opportunities to reflect on their professional development. The Standards of proficiency for nurse associates (NMC, 2018) are integrated in all theory and practice components of the programme. The use of actors and service users in simulation assists in the development of communication skills, compassionate care and self-awareness through feedback and feed forward mechanisms. Service users gave us many examples of being involved in simulation and practice-based assessments. The programme team tell us there are plans for simulation activities to be run with nurses and operation department practitioners. The programme team tell us simulation activities support the delivery of person-centred care across the life-span in a safe environment. Students confirm they have been exposed to simulated learning such as procedural skills.

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



**Met**

R3.4 is met. 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 on the direct entry pathway have individual needs and personal circumstances taken into consideration when allocated placements by the EHU placements unit. For students on the apprenticeship route, there is a formal communication process led by the employer contract. We are assured by PLPs that, through the emergence of new roles to support apprentice nurse associates within organisations, there are opportunities to manage and monitor the placement learning journey of each student. Practice education facilitators and practice education lecturers spoke of their role and experiences in managing students, including making adjustments for individual needs and circumstances.

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

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

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

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

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

**Met**

R3.5 is met. Documentary evidence, including student-facing documents states that nursing associate students undertaking the direct entry FdSc route, will be supernumerary when learning in practice (option A). The programme team and PLPs confirm that processes to manage and support pre-registration students is well established.

For students undertaking the work-based (apprenticeship) learning route, the programme will comply with option B requirements. This is agreed with other AEs in the region, employers and PLPs. At the visit employers and PLPs tell us that there is a monthly steering group where PLPs across the region meet together to share their experiences in supporting apprentice nurse associates. From these

meetings further clarification and agreement on protected learning time (PLT) has been shared between PLPs and disseminated to students. Students confirm that they have some understanding of what PLT is. Some students felt that they often were in the workplace as healthcare assistants and they say opportunities for PLT are not always maximised. The programme team tell us that all PLT hours are documented and monitored by EHU and PLPs. PLPs tell us that they use the tripartite interviews to monitor that PLT has occurred and that students are meeting learning outcomes. The programme team tell us that regular visits to practice areas by practice education lecturers helps to resolve any issues about PLT. Students say they are very supported by EHU and PEFs whilst in practice. Student evaluation of placement includes students' feedback regarding supernumerary status, the facilitation of meeting the learning outcomes and feedback given. Students' feedback is reviewed by PLPs and EHU with protocols in place to manage situations when students say learning time is not protected. Students confirm that on 'spoke' placements, they are always supernumerary.

We are assured that policies and processes are in place to meet R3.5 and R3.7. Because PLT is still 'new' to employers and the 'apprentice nursing associate' is a new role within organisations, we recommend that in future monitoring, the employer and student experiences of PLT and support for learning in practice is monitored.

The CQC has rated Aintree University Hospitals Foundation Trust as requiring improvement. There has been improvement with compliance with identifying and supporting persons who lack the capacity for consent, but the trust is not fully compliant. Employers, PLPs and the programme team assure us that as soon as concerns are identified, teams collaborate to ensure client and student safety is not compromised. Action plans are made, areas are re-audited and EHU exceptionally report all actions taken to the NMC.

*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**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 September 2019**

**Post Event Review**

**Identify how the condition is met:**

***N/A***

**Date condition(s) met: *N/A***

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

**Standard 4 Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

***Met***

R4.1 is met. We found the AEI works collaboratively with employers, PLPs and other AEIs in the region to develop and support the proposed programme. Processes in place include a variety of operational and strategic forums such as the Cheshire and Merseyside curriculum and validation group. There is an agreement in place between north west HEE, AEIs, and NHS employers and other organisations supporting healthcare. Terms of reference of governance groups support the strategic and operational management of the pre-registration nursing associate programme.

Documentary evidence confirms the programme team are experienced in higher education and have relevant clinical experience.

University academic regulations, moderation and external examiner processes ensure fairness in academic assessment processes.

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

**Met**

R4.2 is met. The nursing associate north Merseyside partnership work together to develop, deliver, assess, manage and review nursing associate education. The partnership is committed to preparing sufficient suitably prepared and experienced staff to supervise and assess students. We saw materials prepared by the partnership and used in the preparation of staff for SSSA. The programme team, employers and PLPs assure us that preparation for SSSA is being cascaded across organisations. Systems are in place within organisations to monitor the readiness of individual units to support students. The NAPAD and programme specification outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. Programme documentation provides evidence of available support in practice learning environments from the EHU practice team, practice learning tutors and the programme team. Support processes are affirmed at the visit by the programme team, PLPs and students.

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

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

**Yes**

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

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

**Met**

R4.4 is met. Documentary evidence and the approval visit confirm processes are in place to provide students with feedback throughout the programme to identify strengths and where support is needed for development. Examples of formative assessment include initial written assessment, simulated scenarios to develop skills and the use of peer feedback following simulated sessions.

The NAPAD and the use of clinical reasoning learning logs provide a structured approach to providing formative and summative feedback to students about their practice learning and achievement. Ongoing informal feedback from practice supervisors, practice assessors, SUCs and members of the multi-disciplinary team during practice learning will also support student development. Students confirm

they have had feedback from all these sources.

For apprenticeship students tripartite meetings at 12 weekly intervals will provide a forum for providing feedback and action-planning if required. All students have personal tutors. For students on the direct entry pathway, the personal tutor system provides a similar process at key points in the academic year where students will meet with personal tutors to discuss progression and support.

A varied assessment strategy is presented across the two-year programme and credits are allocated accordingly to both theory and practice elements. An NAPAD with ORA document is presented and records an overview of the students' progression and achievements of proficiencies at stages of the programme.

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

**Met**

R4.5 is met. Documentary evidence provides assurance that the curriculum will enable students to meet the SPNA. The NAPAD is explicitly mapped to the SPNA. There's comprehensive programme mapping which illustrates how the module outcomes meet the programme outcomes and NMC Standards of proficiency for nursing associates including annexe A and annexe B.

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

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

**Yes**

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

**Yes**

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

**Yes**

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

Yes

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

Yes

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

Yes

**Outcome**

Is the standard met?

*Met*

Date: 6 September 2019

**Post Event Review**

Identify how the condition is met:

*N/A*

Date condition(s) met: *N/A*

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

**Standard 5 Qualification to be awarded**

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

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

R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and

training or gain such experience as is specified in our standards in order to register their award.

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

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

**Yes**

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

**Yes**

*Fall Back Award*

**If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20**

**N/A**

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

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 September 2019**

**Post Event Review**



**Identify how the condition is met:**  
*N/A*

**Date condition(s) met:** *N/A*

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

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	No
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation:	

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

No further education colleges are involved in this approval visit.

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
All students we met are apprentices on HEE nursing associate programme Five students (September 2018) Five students (January 2019)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no to any of the above, please provide the reason and mitigation	

EHU is an established AEI. Visits to clinical areas and facilities were not required as part of the approval visit.

Additional comments:

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author	Maureen Harrison Kuldeep Singh	Date	16 September 2019
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