

Programme approval visit report

Section one

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|---|---|-----|-------------------|
| Programme provider name: | Keele University | | |
| In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i> | Midlands Partnership Foundation NHS Trust in 2018 North Staffordshire Combined Healthcare NHS Trust University Hospitals of North Midlands NHS Trust (previously University Hospital of North Staffordshire NHS Trust) Private voluntary and independent health care providers | | |
| Programme reviewed: | Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/> | | |
| Title of programme: | Foundation degree (FdSci) nursing associate apprenticeship | | |
| Date of approval visit: | 16 July 2019 | | |
| Programme start date: Pre-registration nursing associate Nursing associate apprenticeship | <table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>23 September 2019</td> </tr> </table> | N/A | 23 September 2019 |
| N/A | | | |
| 23 September 2019 | | | |
| Academic level: | England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 | | |
| QA visitor(s): | Registrant Visitor: Pepsi Takawira Lay Visitor: Jayne Walters | | |

Section two

Summary of review and findings

Keele university (AEI), school of nursing and midwifery has presented a two-year fulltime foundation degree (FdSci) nursing associate apprenticeship for approval against the NMC Standards for pre-registration nursing associates and Standards of proficiency for nursing associates. Programme documentation indicates curriculum content, modes of delivery and practice learning experiences are designed to enable students to meet the NMC (2018) Standards for pre-registration nursing associate programmes (SPRNAP), NMC (2018) Standards of proficiency for nursing associate programmes and NMC (2018) Standards for student supervision and assessment (SSSA). The university is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at strategic and operational levels. The following apprenticeship employers plan to have nursing associate apprenticeships: Midlands partnership Foundation Trust, University hospitals of North Midlands NHS Trust, North Staffordshire combined healthcare NHS Trust, Donna Louise Children's Hospice, Douglas Macmillan Hospice, John Munroe hospital and Springbank nursing home.

Keele university is involved in partnership working with other regional approved education institutions (AEIs) in the development of a regional practice assessment document (PAD) for pre-registration nursing associate students. To support the implementation of this PAD there is a shared regional strategy and local plan approach to preparing practice supervisors, practice assessors and academic assessors to meet the SSSA.

Issues raised in care quality commission (CQC) quality reports necessitating actions by the university and associated practice learning partners (PLPs) to assure the quality of student practice learning placements are addressed. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Arrangements are programme level meet SSSA at programme level.

The programme is recommended to the NMC for approval subject to four conditions. The university set one condition and made two recommendations.

Updated 20 August 2019

The programme team has provided documentation to meet the conditions. The conditions are now 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 and PLPs must provide an updated and signed memorandum of understanding (MoU) for the programme. (SFNME R2.5)</p> <p>Condition two: To provide an implementation plan which demonstrates how service users will be involved in the recruitment, delivery, assessment and evaluation of the programme. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>Condition three: To update applicant facing information to provide information regarding recognition of prior learning (RPL), and to include timelines for managing RPL applications. (SFNME R2.8; SPRNAP R1.5)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: To revise and update the documentation for the module “nursing associate clinical practice four” to include the numeracy assessment at 100 percent for pass and ensure practice and theory hours are consistently represented in all programme documentation. (SFNME R2.3; SPRNAP R2.6, R4.6)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: The AEI must correct and update all programme documents for typographical and grammatical errors. (University condition)</p> |
| Date condition(s) to be met: | 16 August 2019 |

| | |
|--|---|
| <p>Recommendations to enhance the programme delivery:</p> | <p>Recommendation one: Consider strengthening and formalising service user involvement in the programme. (University recommendation)</p> <p>Recommendation two: Consider including a flowchart of university processes in student facing documents. (University recommendation)</p> |
| <p>Focused areas for future monitoring:</p> | |

| | |
|--|---|
| <p>Programme is recommended for approval subject to specific conditions being met</p> | |
| <p>Commentary post review of evidence against conditions</p> <p>Revised documentation provides evidence changes required to meet the conditions are made.</p> <p>Signed assurance is provided that PLPs/employers support the programme intentions. The employers are committed to support protected learning time during the programme. Assurance is provided there is co-production with service users and carers in the delivery, development and evaluation of the programme. Applicant facing information is updated with information regarding RPL and timelines for managing RPL applications. Module documentation is updated to include the numeracy assessment at 100 percent for pass, and practice and theory hours are now consistently represented in all programme documentation.</p> <p>The AEI has provided documentary evidence confirming the university condition is met.</p> | |
| <p>AEI Observations</p> | <p>Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> |
| <p>Summary of observations made, if applicable</p> | |
| <p>Final recommendation made to NMC:</p> | <p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| <p>Date condition(s) met:</p> | <p>20 August 2019</p> |

Section three

NMC Programme standards

Please refer to NMC standards reference points

[*Standards for pre-registration nursing associate programmes* \(NMC, 2018\)](#)

[*Standards of proficiency for nursing associates* \(NMC, 2018\),](#)

[*Standards framework for nursing and midwifery education* \(NMC, 2018\)](#)

[*Standards for student supervision and assessment* \(NMC, 2018\)](#)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#)

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

[QA Handbook](#)

Partnerships

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

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

[*Standards framework for nursing and midwifery education* \(NMC, 2018\)](#)

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [*Standards for student supervision and assessment*](#)

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment \(NMC, 2018\)](#)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

PLPs describe the AEI as a good partner. They comment on excellent communication processes in place with the AEI which enable quick resolution of any issues raised by PLPs. The AEI is responsive to their ideas. Programme documentation and the approval process show there's effective partnership arrangements for maintaining the learning environment and supporting students, practice supervisors and practice assessors. There is evidence of shared responsibility for theory and practice learning, supervision and assessment. However, there is no updated and signed MoU between the AEI and PLPs. This must be addressed. (Condition one) (SFNME R2.5)

The programme leader confirms sufficient resources to support the delivery of the programme from university and practice learning perspectives. There're plans to employ practice educators specifically to support pre-registration nursing associate students in practice learning environments. We found effective governance systems are in place to ensure compliance with legal, regulatory, education and professional requirements.

Students are positive about support provided for theory and practice learning in the current Health Education England (HEE) pre-registration nursing associate programme. They confirm support is responsive and timely. Students say they're consulted about the new programme. They say their voices are heard and the new programme takes into account their feedback. Learning resources are effective, including academic, pastoral and practice support and for students with additional learning needs. PLPs confirm they're taking steps for students to have protected learning time in response to student evaluations.

Representatives from the service user and carer group confirm their involvement in the development and evaluation of the programme. They tell us they feel students value their perspectives on care and feel well-supported by the programme team.

Discussions at the approval visit indicate there's currently no firm plan for how service users and carers will be involved in recruitment, delivery, assessment and evaluation of the programme. This must be addressed. (Condition two) (SFNME R1.12).

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

MET **NOT MET**

Please provide any narrative for any exceptions

There is no updated and signed MoU between the AEI and PLPs. This must be addressed. (Condition one) (SFNME R2.5)

There's no firm plan for how service users and carers will be involved in recruitment, delivery, assessment and evaluation of the programme. This must be addressed. (Condition two) (SFNME R1.12)

Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Please provide any narrative for any exceptions

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

There is no updated and signed MoU between the AEI and PLPs. This must be addressed. (Condition one) (SFNME R2.5)

Condition one: The AEI and PLPs must provide an updated and signed MoU for the programme. (SFNME R2.5)

There's no firm plan for how service users and carers will be involved in recruitment, delivery, assessment and evaluation of the programme. This must be addressed. (Condition two) (SFNME R1.12)

Condition two: To provide an implementation plan which demonstrates how service users will be involved in the recruitment, delivery, assessment and evaluation of the programme. (SFNME R1.12)

Post Event Review

Identify how the condition(s) is met:

Condition one:

Documentation submitted by the programme team provides assurance that PLPs/employers support programme intentions. The MoU includes a statement

that confirms the PLPs/employer are committing to support protected learning time for the apprentice during the programme.

Evidence:

MoU, 5 August 2019

Condition one is met.

Condition two:

The programme team produced documentary evidence of co-production with service users and carers in the delivery, development and evaluation of the pre-registration nursing associate programme. An implementation plan/timetable identifies how service users will engage in recruitment, classroom activity co-delivering teaching sessions to students and programme evaluation. Service user and carer involvement in the nursing associate programme will be monitored by the director of pre-registration programmes and award leader.

Evidence:

Implementation plan for FdSci nursing associate service user carer involvement, undated

Programme handbook for FdSci nursing associate post approval, 5 August 2019

Programme specification template foundation degree nursing associate post approval changes, 5 August 2019

Condition two is met.

Date condition(s) met: 20 August 2019

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

All conditions now met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

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

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

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' 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).

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)

MET NOT MET

R1.5 is not met. There's an established university process for RPL and the school has a procedure confirming RPL may be used for up to 50 percent of the programme and an exemption from university academic regulations for registrant nurses without restrictions on their practice to claim over 50 percent of programme. The process details the roles and responsibilities of those involved in the RPL decision making process. RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before applicants start the programme. A mapping tool to the Standards of proficiency for nursing associates is used to assess claims for RPL. However, there is no information about RPL in student facing documentation or timelines for

consideration of RPL prior to entry to the programme. This must be updated. (Condition three) (SFNME R2.8; SPRNAP R1.5)

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

MET **NOT MET**

R1.6 is met. Documentation and the approval visit confirm applicants require general certificate of secondary education level four or above or equivalent in mathematics and English prior to enrolling on the programme. Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR. Students tell us numeracy, literacy, digital and technology skills are assessed on entry to the programme and support mechanisms exist for them to improve these during the programme modules and through varied modular assessments. Safe medicate programme is used for assessing and developing competency in calculations.

Proposed transfer of current students to the programme under review

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

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

MET **NOT MET**

Documentary evidence and the approval visit confirm existing students will not transfer to the new programme or the SSSA. Students confirm they are consulted about the programme and know that they will not be transferring to SSSA. Current students who interrupt from the programme will complete on the old programme.

PLPs have plans in place to manage process for supporting students concurrently under existing support for learning and assessment in practice standards and the SSSA.

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

YES **NO**

There is no information about RPL in student facing documentation or timelines for consideration of RPL prior to entry to the programme. This must be updated. (Condition three) (SFNME R2.8; SPRNAP R1.5)

Outcome

Is the standard met? MET NOT MET

There is no information about RPL in student facing documentation or timelines for consideration of RPL prior to entry to the programme. This must be updated. (Condition three) (SFNME R2.8; SPRNAP R1.5)

Condition three: To update applicant facing information to provide information regarding RPL, and to include timelines for managing RPL applications. (SFNME R2.8; SPRNAP R1.5)

Date: 16 July 2019

Post event review

Identify how the condition(s) is met:

The programme team has provided documentary evidence giving assurance that applicant facing information is updated regarding RPL and timelines for managing RPL applications.

Evidence:

Accreditation of prior learning for pre-registration nursing associate, 5 August 2019

Condition three is met.

Date condition(s) met: 20 August 2019

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

The condition is met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. Programme documentation and evidence from the approval visit confirms programme design and delivery will enable students to experience a non-field specific programme in both theory and practice learning, across the lifespan and in a variety of settings. Module descriptors provide detailed content confirming theory and practice learning components across the life span are represented.

The programme team and PLPs tell us employer PLPs have responsibility for allocating practice learning placements. Students say they usually get a six-month practice learning allocation placement plan in advance.

Students confirm they have opportunities to gain an appropriate breadth of practice learning experiences across the lifespan in a variety of settings and these experiences are recorded in the PAD. Employer PLPs work reciprocally with other trusts and independent practice partners to ensure students have the necessary breadth of practice learning experience. PLPs work with students to identify other opportunities which will enable them to meet practice placement learning outcomes.

Students, PLPs and the programme team tell us student achievement is monitored on a weekly basis by the programme team. One PLP supports this through the 'care coach team', which is a group of educators in practice.

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

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

YES NO

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;

- programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

MET **NOT MET**

R2.6 is not met. The programme team confirms the total programme hours and an equal split between theory and practice hours. These are sufficient to allow students to meet the Standards of proficiency for nursing associates. Practice learning hours are recorded in the electronic PAD, allowing password protected access to the monitoring student hours. This is monitored by the practice supervisor and academic assessor. There's an arrangement in place for how students will retrieve unmet practice hours. Students confirm ability to practice and learn skills to meet the Standards of proficiency for nursing associates.

There are four theory modules of 15 credits and two practice learning modules of 30 credits delivered in each year of the programme. We found some inconsistencies in how hours are represented in various programme documents. All programme documentation must be updated to reflect programme hours. (Condition four) (SFNME R2.3; SPRNAP R2.6, R4.6)

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

MET **NOT MET**

R2.7 is met. We found programme documentation and the approval process confirm an equal balance of theory and practice. All hours and learning outcomes must be achieved by the end of the programme. The programme handbook, specification and module descriptors detail theory and practice content and expected learning outcomes. The proposed programme structure confirms the practice allocation model which demonstrates achievement of programme hours.

There's evidence of a range of teaching and learning strategies used. This includes small group teaching, simulation, blended learning, work-based learning approaches and digital technologies in the programme delivery. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme. Learning and teaching on the programme is inclusive of diversity and enables students to actively engage in learning.

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

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

YES NO

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

YES NO

There are inconsistencies in how the hours are represented on various programme documents. All programme documentation must be updated to reflect programme hours. (Condition four) (SFNME R2.3; SPRNAP R2.6, R4.6)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

There are inconsistencies in how the hours are represented on various programme documents. All programme documentation must be updated to reflect programme hours.

Condition four: To revise and update the documentation for the module “nursing associate clinical practice four” to include the numeracy assessment at 100 percent for pass and ensure practice and theory hours are consistently represented in all programme documentation. (SFNME R2.3; SPRNAP R2.6, R4.6)

Date: 16 July 2019

Post event review

Identify how the condition(s) is met:

Condition four:

Programme documentation is provided demonstrating the numeracy assessment is 100 percent for pass, and practice and theory hours are now consistently represented in all programme documentation.

Evidence:

Module NUR-20146, 5 August 2019

Module NUR-30226, 5 August 2019

Programme specification template foundation degree nursing associate post approval changes, 5 August 2019.

Condition four is met

Date condition(s) met: 20 August 2019

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

The condition is met.

Standard 3: Practice learning

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically:

R1.1 – R1.11

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and discussion at the approval visit confirms the AEI in partnership with PLPs has procedures and policies in place to ensure students meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings. The AEI works closely with smaller PLPs to ensure students are able to access reciprocal practice placement learning opportunities. This is confirmed by PLPs who give examples of how they work together and manage practice placement exchanges. The programme team tell us they will monitor allocation of practice placements.

Current students on the HEE programme tell us they have opportunities to undertake spoke practice learning placements in a variety of alternative areas in order to gain other relevant practice learning experiences.

There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. They know how to follow the policy and processes for reporting and escalating concerns. There is a joint procedure between PLPs and AEI for managing fitness to practice issues.

The PAD sets out expectations for student learning in practice placement. There's a template in the PAD for service user/carer feedback on their experience of student nursing associate care provided. Students say they value service user feedback. They are supported by practice staff in seeking such feedback.

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

MET **NOT MET**

R3.2 is met. The programme team and PLPs confirm students will have opportunities to engage in a diverse range of practice placement experiences to meet the holistic needs of people of all ages. An exemplar plan of a student practice placement journey demonstrates allocation of appropriate and relevant

experiences ensuring students have opportunities to meet the needs of people across the lifespan.

We found appropriate systems in place for joint assessment, monitoring and evaluation of practice learning. A robust audit process is implemented in partnership with the AEI and PLPs. This considers the suitability of each practice learning environment. All concerns are reported through the practice quality lead and clinical placement facilitator meetings. Actions are taken to ensure effective practice learning experiences and enhancements when needed. Students say they evaluate each practice learning experience. The AEI and PLPs are responsive to student feedback and are able to make changes if needed.

Issues raised in CQC quality reports necessitating actions by the university and associated PLPs to assure the quality of student practice learning placements are addressed. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning.

Practice assessment documents are reviewed through a moderation process which involves academic staff, PLPs and the external examiner.

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

MET **NOT MET**

R3.3 is met. Programme documentation and the approval visit confirm there's effective and proportionate technology enhanced and simulation-based learning opportunities to support learning and assessment in the curriculum. The programme team say they use simulation-based learning to support assessment of theory and practice, this includes Safe medicate, practice assessment review and evaluation systems (PARE) and SIMman. Students confirm they have various experiences of simulated learning and this helps build their confidence and learning in clinical skills.

The programme team confirm there will be 67 hours of simulation-based learning for theory and up to 200 hours for practice learning. These hours may be used for learning related to proficiencies.

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

MET **NOT MET**

R3.4 is met. Programme documentation and the approval process provides evidence of procedures and policies in place for students' individual needs and personal circumstances to be given consideration in the programme. This includes making reasonable adjustments for students with disabilities. Consideration of practice placement allocation can be made according to specific personal circumstances such as carer responsibilities and travel time to practice learning areas.

Students and PLPs confirm reasonable adjustments are made in the practice learning area and provide some examples. Tripartite meetings held every 12 weeks will monitor student progress and identify individual needs. Students are able to contact members of the programme team if they require support. There are support services available to students with disabilities.

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

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

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

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

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

MET **NOT MET**

R3.5 is met. The programme will adopt option B for protected learning time. PLPs agree to release students for 20 percent of programme hours for academic study and 20 percent for practice learning in external practice placements. For the remaining programme hours practice learning is protected. PLPs report they understand the implications of protected learning in terms of the requirement for supervision. In external practice placements students will be supernumerary.

The PLPs/employers confirm students wear a different uniform when on practice placement or undertaking protected learning time in their workplace to enable a visual differentiation between time that is protected and time spent undertaking their employment role. Protected learning time is recorded in the PAD which is monitored by the practice assessor and personal tutor. PLP representatives confirm there is appropriate understanding of protected learning time in their organisations.

Students say they're able to have protected learning time and any related issues are always appropriately addressed. Students complete a section of the PAD to confirm they have protected learning time, and this is monitored by the care coach team in practice and by the AEI.

PLPs tell us creative opportunities are identified for students for practice learning including participation in action learning sets and student interest groups. The programme team say PLPs are asked to allocate a set day for students' protected learning time in practice.

The structure of protected learning time is discussed and agreed at the Staffordshire and Shropshire nursing associate steering and operational groups. PLPs are committed to ensuring all students will have meaningful protected learning time. The Programme specification details how protected learning will be managed during the programme.

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

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 16 July 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation and approval process provides evidence of processes to monitor how the supervision, support, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. There're policies in place supporting quality assurance of the programme. There's an appropriately qualified and experienced external examiner for the programme.

The programme team and PLPs tell us those involved in student supervision and assessment will be suitably prepared and undergo appropriate updates. Detailed preparation programmes being rolled out take account of practice supervisor and practice assessor previous experience in supporting students in practice. Online learning, a face to face programme, mentor conferences and other resources are being used to prepare for the implementation of the SSSA. The introduction of the SSSA is well publicised in PLP organisations. PLPs will continue to maintain databases of suitably prepared practice supervisors and practice assessors to support and assess students in all areas. There are handbooks for academic

assessors, practice supervisors and practice assessors. These handbooks outline process for supporting and assessing students in practice.

We found there's an effective partnership approach in the implementation of the SSSA. PLPs have plans in place to manage process for supporting students concurrently under existing arrangements and the SSSA. PLPs confirm there are sufficient numbers of practice supervisors and practice assessors for all students.

Students say they feel well supported in theoretical and practice learning.

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

MET **NOT MET**

R4.2 is met. The roles and responsibilities of practice supervisors and practice assessors are detailed in programme documentation. We found PLPs have a clear understanding of the requirements of SSSA. They agree to release their staff in order to be prepared for roles as practice supervisors and practice assessors. A regional approach to supervision of students is adopted to ensure consistency in shared practice placement areas. There's appropriate material available for preparing and updating practice supervisors and practice assessors. Practice assessors say they're aware of the SSSA. The AEI plans to continue working with PLPs to roll out their strategy for the preparation of practice assessors and practice supervisors. Academic assessors are identified by the AEI. They currently receive training on the role and this role is factored into their workload. PLPs confirm they will be maintaining a record of practice assessors and practice supervisors.

Students confirm understanding the new roles of practice supervisor and practice assessor.

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

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

YES **NO**

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

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

MET **NOT MET**

R4.4 is met. Documentary evidence and discussions at the approval visit confirm effective processes to provide students with formative and summative feedback throughout the programme. Formative assessment and feedback opportunities are included in each module and in practice learning experiences. Documentary analysis indicates these are scheduled appropriately to provide students with feedback throughout the programme and support their development. Feedback from practice supervisors and practice assessors is recorded in the PAD.

Students, PLPs and the programme team say tripartite meetings are held every 12 weeks in practice. Students confirm they're able to obtain service user feedback through the PAD with the facilitation of practice supervisors. Students confirm that they receive a high level of support within the university and in practice learning environments.

Students say they have formative feedback opportunities to prepare them for summative assessments. Feedback is prompt, supportive of learning and feeds forward for their development. The programme specification details an appropriate range of assessment which include, practical examinations, reflective analysis, professional discussion and essays. Mapping against programme learning outcomes is provided in module descriptors.

Students on the new programme will receive support from practice supervisors, practice assessors, academic assessors, their personal tutor, module leads, award lead and the care coach team.

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

MET **NOT MET**

R4.5 is met. We found appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. The programme team confirm timelines for each assessment document. These include details of the person responsible for monitoring and recording student progression. Students say their programme and practice learning prepares them for entry to the register.

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**

R4.6 is not met. Skills and competencies in relation to the safe administration of medicines is assessed in the PAD. Numeracy is assessed in year one with a pass mark of 70 percent and again in year two through the safe medicate programme. However, the programme team say numeracy is assessed formatively only. Numeracy must be summatively assessed with a pass of 100 percent. This must

be addressed, and all programme hours updated in documents. (Condition four) (SFNME R2.3; SPRNAP R2.6, R4.6)

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Numeracy must be summatively assessed with a pass of 100 percent. This must be addressed, and all programme documents updated. (Condition four) (SFNME R2.3; SPRNAP R2.6, R4.6)

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

YES NO

Outcome

Is the standard met? MET NOT MET

Numeracy must be summatively assessed with a pass of 100 percent. This must be addressed, and all programme hours updated in documents. (Condition four) (SFNME R2.3; SPRNAP R2.6, R4.6)

Condition four: To revise and update the documentation for the module “nursing associate clinical practice four” to include the numeracy assessment at 100 percent for pass and ensure practice and theory hours are consistently represented in all programme documentation. (SFNME R2.3; SPRNAP R2.6, R4.6)

Date: 16 July 2019

Post event review

Identify how the condition(s) is met:

Condition four:

Programme documentation is provided demonstrating the numeracy assessment is 100 percent for pass and practice and theory hours are now consistently represented in all programme documentation.

Evidence:

Module NUR-20146, 5 August 2019

Module NUR-30226, 5 August 2019

Programme specification template foundation degree nursing associate post approval changes, 5 August 2019

Condition four is met.

Date condition(s) met: 20 August 2019

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

The condition is met.

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

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

YES NO N/A

There is no fall back exit award conferring eligibility to register with the NMC as a nursing associate.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 July 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice assessment documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ongoing record of achievement (ORA) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning environment handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice learning handbook for practice supervisors and assessors specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Academic assessor focused information specific to the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Placement allocation / structure of programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PAD linked to competence outcomes, and mapped against standards of proficiency | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|-------------------------------------|--------------------------|
| Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018) | <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>Post visit evidence:</p> <p>MoU, 5 August 2019</p> <p>Implementation plan for FdSci nursing associate service user carer involvement, undated</p> <p>Programme handbook for FdSci nursing associate post approval, 5 August 2019</p> <p>Programme specification template foundation degree nursing associate post approval changes, 5 August 2019</p> <p>Accreditation of prior learning for pre-registration nursing associate, 5 August 2019</p> <p>Module NUR-20146, 5 August 2019</p> <p>Module NUR-30226, 5 August 2019</p> | | |
| <p>If you stated no above, please provide the reason and mitigation</p> <p>There is no collaborative programme delivery with FE organisations.</p> <p>Signed agreements for protected learning are addressed through condition one.</p> | | |
| <p>Additional comments:</p> | | |

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

| | YES | NO |
|--|-------------------------------------|-------------------------------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| HE/FE college senior managers, if relevant | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/practice assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, please identify cohort year/programme of study: Four x year two nursing associate students Three x year one nursing associate students | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no to any of the above, please provide the reason and mitigation Not applicable, no FE college involvement. | | |
| Additional comments: | | |

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

| | YES | NO |
|--|--------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning / virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | |
|--|-------------------------------------|-------------------------------------|
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>System regulator reports list:</p> <p>System regulator reports:</p> <p>Ashley House (Huntercombe Group), 15 November 2017</p> <p>St Joseph's convent nursing home, 4 April 2019</p> <p>John Munroe, 29 January 2019</p> | | |
| <p>If you stated no to any of the above, please provide the reason and mitigation</p> <p>Not required as an existing AEI.</p> | | |
| Additional comments: | | |

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

Issue record

Final Report

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|---------------|----------------|-------|-------------------|
| Author: | Pepsi Takawira | Date: | 12 August 2019 |
| Checked by: | Monica Murphy | Date: | 16 September 2019 |
| Approved by: | Leeann Greer | Date: | 18 September 2019 |
| Submitted by: | Lucy Percival | Date: | 19 September 2019 |