

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Kingston University & St George's Hospital Medical School
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Epsom and St Helier University Hospital NHS Trust</p> <p>Croydon Health Services NHS Trust (incorporating community services)</p> <p>Hounslow and Richmond Community Healthcare NHS Trust (incorporates Teddington Memorial Hospital)</p> <p>St George's University Hospitals NHS Foundation Trust (including Community division)</p> <p>Kingston Hospital NHS Foundation Trust, including honey Bees Staff Nursery</p> <p>South West London &amp; St George's Mental Health NHS Trust</p> <p>Surrey and Borders Partnership NHS Foundation Trust</p> <p>Central London Community Healthcare NHS Trust</p> <p>Private, voluntary and independent health care providers'</p>
<b>Programme reviewed:</b>	<p>Pre-registration nursing associate <input checked="" type="checkbox"/></p> <p>Nursing associate apprenticeship <input checked="" type="checkbox"/></p>
<b>Title of programme:</b>	<p>Foundation Degree: Nursing Associate</p> <p>Foundation Degree: Nursing Associate (Higher Apprenticeship)</p>

<b>Date of approval visit:</b>	23 May 2019		
<b>Programme start date:</b> Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>2 September 2019</td> </tr> <tr> <td>2 September 2019</td> </tr> </table>	2 September 2019	2 September 2019
2 September 2019			
2 September 2019			
<b>Academic level:</b>	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
<b>QA visitor(s):</b>	Registrant Visitor: Sharon Arkell Lay Visitor: Sophia Hunt		

**Section two**

**Summary of review and findings**

Kingston University (KU) is an approved education institution (AEI). The KU school of nursing within the faculty of health, social care and education presented a two-year full-time foundation degree (FdSci) pre-registration nursing associate programme including an apprenticeship route for approval against the Standards for pre-registration nursing associate programmes (SPNAP) and Standards of proficiency for nursing associates (NMC, 2018). The programme award titles reflect the two routes available; FdSci nursing associate and FdSci nursing associate (higher apprenticeship).

The current nursing associate programme commenced in January 2017 as a foundation degree based on the Health Education England (HEE) nursing associate curriculum. The programme has been provided within St George's University of London (SGUL), as one of the HEE funded national pilot sites. To date the programme has been quality assured by HEE and rated 'all green' with evidence of low attrition and high national student survey scores.

The proposed programme presented for NMC approval has been developed in partnership with NHS trusts as part of two large south London consortia. The two routes presented are a student funded route and the apprenticeship route. The following apprentice employers were present at the visit: Croydon Health Services NHS Trust, Epsom and St. Helier University Hospitals NHS Trust, Kingston Hospital NHS Trust, Surrey and Borders Partnership NHS Foundation Trust, South West London and St. George's Mental Health NHS Trust.

The programme documentation and approval process confirm evidence of effective partnership working between the AEI and key stakeholders. There is evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. The programme documentation clearly explains the programme provision to stakeholders.

KU has adopted the pan-England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR). This initiative provides a consistent approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) which is understood and welcomed by the practice learning partners and employers we met with. Documentary evidence and discussion at the approval visit confirms that arrangements at programme level meet the SSSA.

The programme team works collaboratively with its practice learning partners (PLPs) to address any concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). This collaboration

ensures that action plans are implemented, which aim to prevent any compromise with regard to safety within the practice learning environment or the quality of the student learning experience. The quality of the practice learning partnerships was acknowledged by the joint approval panel.

Current HEE programme students who attended the approval meetings spoke very highly of the programme and the course team.

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

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

Updated 21 June 2019

The deadline for submission of evidence against the conditions was revised to allow an appropriate time frame for the appointment of an external examiner to be processed.

Updated 30 July 2019

The AEI submitted revised programme documentation which provides evidence that meet conditions one, two, three and five. The university confirmed that conditions four and six set by the university are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<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><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>Condition one: Clarify the digital and technological literacy requirements for entry to the programme within the programme specification and marketing</p>

	<p>material. (SPNAP R1.1.6)</p> <p>Condition two: Provide a more detailed mapping document to support the recognition of prior experiential learning (RPEL) verification process. (SFNME R2.8, SPNAP R1.5)</p> <p>Condition four: Revise the entry requirements as follows: Students are required to demonstrate learning at level three by qualification or to demonstrate two years of verifiable and relevant work experience. The above entry requirement is in addition to GCSEs in English and mathematics grades four to nine or equivalent qualifications. (University)</p> <p><b>Practice learning:</b> None identified</p> <p><b>Assessment, fitness for practice and award:</b> Condition three: Revisit the methodology to record hours spent on protected learning time (theory) in the apprenticeship route. (SPNAP R2.7)</p> <p><b>Education governance: management and quality assurance:</b> Condition five: Identify an external examiner to facilitate timely approval and induction. (SFNME R2.20, SPNAP R1.5)</p> <p>Condition six: Address the regulatory and documentary items identified in the addendum to this report, for example removal of 'direct entry' from the title of the award and consistency in the use of terminology. (University)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>21 June 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider strengthening the service user/carer involvement in the delivery, management and enhancement of the programme. (SFNME R1.12, R2.7, R5.14)</p> <p>Recommendation two: Continue to support the extended team via a communication and engagement strategy during the transition from mentorship to the</p>

	<p>SSSA. (SPNAP R4.1)</p> <p>Recommendation three: Continue to engage with the university and key stakeholders to ensure that you are fully prepared with the governance requirements for higher apprenticeships. (University)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The implementation of protected learning time for students.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

The AEI provided revised programme specifications and a website screen shot that clarify the digital and technological literacy requirements for entry to the programmes. Condition one is now met. SPNAP R1.1.6 is now met.

A revised recognition of prior learning (RPL) mapping document to support the RPEL verification process has been provided. The number of theory and practice hours for each RPL claim has been included. Condition two is now met. SFNME R2.8 and SPNAP R1.5 are now met.

The AEI has provided a revised ongoing achievement record which identifies the requirements for protected learning time in both theory and practice and includes a method for recording and verifying these hours. Condition three is now met. SPNAP R2.7 is now met.

The programme specifications have been updated to include the entry requirement of learning at level three by qualification or to demonstrate two years of verifiable and relevant work experience. Condition four is now met. The university confirmed this condition is now met.

An external examiner for the programme has been approved by the chair of the faculty quality committee. Condition five is now met. SFNME R2.20 and SPNAP R1.5 are now met.

The programme specifications, course handbook, higher education achievement reports and the module directory have been updated to remove reference to 'direct entry' and in the use of consistent terminology. Condition six is now met. The university confirmed this condition is now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	30 July 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
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><b>Standard 1: The learning culture:</b> 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</p> <p><b>Standard 2: Educational governance and quality:</b> 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 <u>Standards for student supervision and assessment</u></p>



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

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**

We found evidence that the AEI is committed to effective partnership working with all key stakeholders. These include students, service users and carers (SUCs), and PLPs (including apprenticeship employers) in the design, delivery and evaluation of the programme at a strategic and operational level. During the curriculum development a variety of stakeholder events were hosted by the AEI to ensure inclusive consultation.

During the approval visit we met with PLPs, employers and SUCs who confirm the effectiveness of these partnership arrangements. They told us that their role and contribution to programme development and delivery is valued.

We found evidence that systems of communication and accountability are established to support the development, delivery, quality assurance and evaluation of the programme. The programme leader has oversight of the programme and there is evidence that there are sufficient resources to support delivery from the AEI, PLPs and employers.

All PLPs and apprentice employers were represented at the approval visit and demonstrated enthusiasm in relation to the implementation of the proposed nursing associate curricula and standards. There's evidence of shared responsibility for theory and practice learning, supervision and assessment. We

found robust arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by the AEI and PLPs. Oversight of practice supervisors and practice assessors is a shared responsibility between the AEI and PLPs and it's evident that this collaboration is valued. The AEI liaises and collaborates with the PLP's to meet the requirements for supervision and assessment in accordance with the pan-London SSSA implementation guidance.

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

A SUC strategy provides evidence that SUCs are involved in all aspects of the nursing associate programme. This was confirmed by SUCs we met. SUCs also confirmed that they felt supported in their role. However, a recommendation is made to further enhance and facilitate SUC involvement specifically in the delivery of the programme. (Recommendation one)

Students we met report high levels of support in practice and in the university. Students described their involvement in the development of the new curriculum proposal. They gave an example of how the programme team listened to their opinions, which resulted in a change to the practice learning experiences structure. Students have a strong sense of self-identity and are able to inform people about the nursing associate role.

The school of nursing has an active nursing society, which is run by students. The student nurse academic partner conference is a student-led conference for students, staff and PLPs. Students are also encouraged to develop their work with a member of academic staff for presentation and publication. The student academic development research associate scheme has also been established to allow students to undertake a research project with an academic partner. Students provide support for open days, welcome events and induction through the KU ambassador role.

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**

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

**MET**  **NOT MET**

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

### 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

R1.1.6 is not met. There's clear evidence of SUC involvement in the design of the values-based recruitment process and this was confirmed by SUCs. PLPs and employers confirm they are actively involved in the selection of students. The programme documentation however, doesn't provide a clear statement regarding how applicants' capability in digital and technological literacy is determined during the recruitment and selection process. (Condition one) (SPNAP R1.1.6)

- 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. We found evidence that RPL processes are in place to ensure that theoretical learning can be mapped to the NMC Standards of proficiency for nursing associates and programme outcomes up to a maximum of 50 percent and more than 50 percent for registered nurses. An external examiner reviews this process. However, a more robust method of recording and verifying practice learning hours as part of the RPEL, must be included within this process.

(Condition two) (SFNME R2.8, SPNAP R1.5)

The approval panel advised the programme team that an external examiner must be identified in an appropriate time frame. (Condition five) (SFNME R2.8, SPNAP 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. There's detailed mapping of the programme outcomes to the NMC Standards of proficiency for nursing associates, which identifies where indicative content and outcomes will be achieved. The AEI has adopted the collaborative pan-England OAR and PAD. Both documents have been mapped to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. The module specifications provide clear evidence that students will be required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet the NMC requirements and programme outcomes.

**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**

Current students will not be transferring to the new programme or to the SSSA.

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

**YES**  **NO**

SFNME R2.8 requires that there's a robust RPL process. The method of recording and verifying practice learning hours through RPEL isn't robust and must be revised to provide assurance that this standard is met. (Condition two)

Condition two: Provide a more detailed mapping document to support the RPEL verification process. (SFNME R2.8, SPNAP R1.5)

The external examiner has a key role in the RPL process and in the quality assurance of the whole programme. At present there's no external examiner identified. (Condition five)

Condition five: Identify an external examiner to facilitate timely approval and induction. (SFNME R2.20, SPNAP R1.5)

**Outcome**

**Is the standard met?** **MET**  **NOT MET**

R1.1.6 is not met. The programme documentation doesn't provide a clear statement of how digital and technological literacy capability is determined during the recruitment and selection process.

Condition one: Clarify the digital and technological literacy requirements for entry to the programme within the programme specification and marketing material. (SPNAP R1.1.6)

R1.5 is not met. A more robust method of recording and verifying practice learning



hours through RPEL must be included within the RPL process to provide assurance that this standard is met.

Condition two: Provide a more detailed mapping document to support the RPEL verification process. (SFNME R2.8, SPNAP R1.5)

R1.5 is not met. There's no external examiner appointed to the programme at present.

Condition five: Identify an external examiner to facilitate timely approval and induction. (SFNME R2.20, SPNAP R1.5)

**Date:** 23 May 2019

### **Post Event Review**

#### **Identify how the condition is met:**

Condition one: The AEI provided revised documentation that evidences the changes to meet condition one. Revised programme specifications and an updated website screen shot of the programme detail the revised entry requirements. Applicants from September 2019 are required to complete a digital literacy questionnaire. The programme specification and marketing material clarify the digital and technological literacy requirements for entry to the programmes. SPNAP R1.1.6 is now met.

#### Evidence

KU website screenshot for nursing associate programme, entry requirements, September 2019

KU revised programme specification nursing associate programme – higher apprenticeship, 18 July 2018

KU revised programme specification nursing associate programme – UCAS entry, 18 July 2018

#### Condition two:

A revised RPL mapping document to support the RPEL verification process provides evidence of the changes required to meet condition two. The number of theory and practice hours for each RPL claim has been included. The RPL process at programme level is robust as required by SFNME R2.8.

SPNAP R1.5 is now met.

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

#### Evidence

KU revised RPL mapping and verification document, final, nursing associate programme, 11 June 2019

#### Condition five:

The programme team provided e-mail evidence to meet the requirements of

condition five, an external examiner for the programme has been approved by the chair of the Faculty Quality Committee. Assurance is provided that an external examiner will be in place as part of the governance and quality assurance of the whole programme.

SPNAP R1.5 is now met.

Assurance is provided that SFNME R2.20, is now met.

Evidence

KU registry e-mail confirmation of external examiner approval, 29 July 2019

**Date condition(s) met:** 30 July 2019

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

Conditions one, two and five are now met. SPNAP R1.1.6 and R1.5 are met.  
Assurance is provided that SFNME R2.8 and R2.20 are 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. Documentary analysis and discussion with the programme team and students at the approval visit provides assurance that the programme supports students in theory and practice to experience the breadth of care across the

lifespan and in a variety of settings. The nursing associate programme is non-field specific throughout.

The programme team told us learning activities in the modules are being developed to ensure that students explore and experience the different fields of nursing practice. These activities include the use of diverse case scenarios written with service users and through simulation days.

A hub and spoke practice learning experience allocation model is a feature of the programme and is organised by the AEI for both the apprenticeship and the non-apprenticeship routes in the programme. Students on both routes are supported to gain experience across the four fields of nursing practice through their hub and spoke experiences. Students record these experiences through their PAD.

Inter-professional learning opportunities are included in the programme and support the students to explore the breadth of care provision, across the lifespan. Students at the approval visit confirmed opportunities for inter-professional learning.

Experience of supporting people with learning disabilities was confirmed by the students but was described as opportunistic. The programme documentation evidences that all students will develop their theoretical understanding of learning disabilities care provision. Students and SUCs felt that a structured approach to experience of learning disabilities care would enhance student learning.

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

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

YES  NO

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

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

MET  NOT MET

R2.6 is met. The programme specification and module descriptors clearly evidence that the programme meets the NMC requirements of at least 2300 hours and two years in length. The documentation also provides clear evidence that students will have the opportunity to demonstrate achievement of the NMC Standards of proficiency for nursing associates.

Practice learning experiences are planned centrally by the faculty's placement office, overseen by the director for practice learning and programme leader. Practice experiences are selected to ensure a breadth of clinical experience and exposure to diverse client groups of different ages. This approach is to ensure that students become proficient in meeting the holistic needs of people across the lifespan and can successfully demonstrate the full range of competencies, skills and nursing procedures defined in Standards of proficiency for nursing associates. Attendance hours in the practice learning environment are recorded in the PAD. The programme team confirm theory hours are recorded for each individual teaching session through a register of attendance. The theoretical content and placement learning opportunities are sufficient to allow students to meet the Standards of proficiency for nursing associates. 37.5 practice hours per year are achieved through simulation, which is clearly specified in the programme documentation. Students are positive about their skills development and application of theory to practice learning. There's evidence within the programme documentation that students are empowered to take control of their own learning by identifying and engaging in learning opportunities and reflecting upon their own learning. PLPs confirmed they identify individual learning opportunities for their students.

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 not met. A range of learning and teaching strategies are used in both the apprenticeship and the non-apprenticeship routes of the programme. These are appropriately detailed in the programme specification, programme handbook and module descriptors. Teaching and learning are delivered through the integration of a variety of face-to-face activities and technology enhanced learning. Face-to-face teaching occurs in small and large groups and includes lectures, conferences, seminars, group work and problem-based learning. The modules undertaken by students are the same in both routes. Throughout the programme documentation there are appropriate and synoptic module descriptors, with clear learning outcomes specified. Each module descriptor describes the breakdown of contact time.

Research informed teaching is delivered in a number of ways to ensure graduates achieve the appropriate skills and engage with evidence-based practice and critical thinking.



Students are advised regarding insight visits and learning opportunities for achieving a greater understanding of holistic care. Student facing information provides clear guidance of what to expect within both routes of the programme. The number of theory and practice hours have been clearly specified for each part of the programme, however there's currently no mechanism for recording theory hours undertaken within protected learning time, in the student's individual documentation. A method of recording theory hours undertaken within protected learning time is required to provide assurance that this standard will be consistently met by all students. (Condition three) (SPNAP R2.7)

**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

Not applicable to this programme proposal.

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

YES  NO

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

SPNAP R2.7 is not met.

There's no mechanism for recording theory hours undertaken by students within their protected learning time.

Condition three: Revisit the methodology to record hours spent on protected learning time (theory). (SPNAP R2.7)

**Date:** 23 May 2019

**Post Event Review**

**Identify how the condition is met:**

Condition three: The AEI has provided a revised ongoing achievement record which identifies the requirements for protected learning time in both theory and practice and includes a method for recording and verifying these hours. The programme specifications, course handbook and context document. Including the course plan have all been updated to reflect the protected learning time for guided independent study for the apprenticeship route.

SPNAP R2.7 is now met.

**Evidence**

KU revised programme specification nursing associate programme – higher apprenticeship, 18 July 2018

KU revised programme specification nursing associate programme – UCAS entry, 18 July 2018

KU updated nursing associate context document, 12 July 2019

KU revised nursing associate course handbook, 12 June 2019

England nursing associate NAPAD1.0, OAR version 4, final, 12 June 2019

England nursing associate apprenticeship NAPAD1.0, OAR version 4, final, updated, 12 July 2019

**Date condition(s) met:** 30 July 2019

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**Standard 3: Practice learning**

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

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

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

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

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

R3.5 ensure that nursing associate students have protected learning time in line



with one of these two options:

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

**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 confirms that students will be exposed to a diverse range of practice learning experiences to enable them to develop and meet the NMC Standards of proficiency for nursing associates. This includes evidence of experiences across the lifespan and in a variety of settings. Students we met within the current HEE programme confirm that they are allocated to a variety of practice learning environments.

The learning outcomes are mapped to the NMC Standards of proficiency for nursing associates and are stated in the PAD.

The programme team confirm that students are allocated to appropriate practice learning experiences of sufficient length and breadth according to their individual learning journey. The hub and spoke allocation model promotes the use of a diverse range of learning opportunities.

The programme team and PLPs told us they work with individual students to help them tailor their own practice experiences to enable them to meet the Standards of proficiency.

There are established processes and policies for staff and students to raise

concerns, assess the students' fitness to practise and support students who may not be achieving.

Discussion at the approval visit confirm these processes are understood by the programme team, PLPs and students. Employers of apprentices and academic staff are clear that any concerns about an apprentice whether in a student or employee role are managed collaboratively.

- 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. An exemplar practice learning experience learning plan, supported by the hub and spoke placement allocation model, demonstrates a co-ordinated approach to practice learning experiences. This approach ensures each student has the opportunity to meet the holistic needs of people of all ages. Achievement of the proficiencies is monitored through the PAD.

The programme team, PLPs and employers understand the roles of practice supervisor, practice assessor and academic assessor in the assessment of practice learning. Supporting guidance is clear. We found there are appropriate processes in place to demonstrate how practice learning is monitored, evaluated and assessed including educational audit.

There's opportunity for students to self-evaluate and reflect on their practice learning experiences in the PAD and summative assessment requirements are clearly stated.

- 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. Documentary evidence and findings at the approval visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning in the programme includes online activities, supported by the university's virtual learning environment (Canvas) and classroom-based technologies such as ResponseWare. Learning in the classroom is further enhanced through the use of a virtual family.

Evidence is provided that assessments include digital and technological skills such as group PowerPoint presentations, numeracy applied to drug calculations and the

presentation of a poster or leaflet.

The programme team have detailed plans in place and are able to articulate the role and value of simulation to enhance the student learning experience and promote safe and effective care. A range of simulation suites are available to provide opportunities for students to participate in high, medium and low-level fidelity simulation-based learning.

- 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. There are policies, facilities and a range of support services in place to ensure that student individual needs and circumstances are accounted for within practice learning experiences including making reasonable adjustments for disabilities. Students told us about different support strategies used to make reasonable adjustments in accordance with individual needs and confirm they know who to ask for help. The PLPs told us they identify and support students in the practice learning environment who need reasonable adjustments.

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

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

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

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

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

**MET**  **NOT MET**

R3.5 is met. The programme documentation clearly states the requirement for students on the FdSci nursing associate programme to have supernumerary protected learning time when undertaking practice learning experiences, in line with option A of the Standards. Students who are employed by the PLP and undertaking a work-based learning route (apprenticeship) will be released according to the requirements of option B. The employers and programme team

are clear in their commitment to this and have a formal tripartite agreement in place with the student that states and monitors this requirement. The apprentice employers present at the visit confirmed their understanding of the protected learning time agreement which is a feature of any signed agreements.

**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?**  
**Date:** 23 May 2019

**MET**  **NOT MET**

**Standard 4: Supervision and assessment**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment
- R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent
- R4.7 assess students to confirm proficiency in preparation for professional practice

as a nursing associate

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment 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**  **NOT MET**

R4.1 is met. There's clear evidence that the AEI works collaboratively with PLPs and employers to develop and support the proposed programme. The programme is supported by appropriately qualified and experienced academic staff who have relevant clinical experience.

Programme documentation provides evidence of comprehensive strategies which aim to provide students and apprentices with personal, academic and practice student centred support across learning environments. We found evidence of a robust system of support for students whilst in practice learning environments with clear lines of communication and accountability identified.

There's a strategy in place for the implementation of the SSSA. Intended practice supervisors, practice assessors and academic assessors confirm they are being prepared for their role in practice learning and assessment and they value the support they are receiving from the university. There's a reasonable understanding among PLPs of what constitutes supported learning time for these roles and ongoing preparation is planned during the transitional period. The programme development team are recommended to consider supporting the extended team to ensure an ongoing effective communication and engagement strategy during the transition from mentorship to the SSSA. (Recommendation two)

PLPs confirm that they will maintain a database of practice assessors and supervisors, confirming preparation for the role.

Students told us they provide feedback through practice learning evaluations and



module evaluations, which informs evaluation of the overall programme. Students also told us they are listened to by the programme team if they raise any issues. Recommendation two: Continue to support the extended team via a communication and engagement strategy during the transition from mentorship to the SSSA. (SPNAP R4.1)

- 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 AEI confirm they are adopting the SSSA from September 2019. The pan-London SSSA guidance documentation confirms the arrangements for implementing these standards. PLPs confirmed to us that they understand and are supporting the implementation of the SSSA requirements.

The PLPs confirm that governance processes for maintaining appropriate records of practice supervisors and assessors is being established. Students on the apprenticeship route in the programme undertake practice learning experiences in a variety of settings. They are supported by practice supervisors and assessed by practice assessors in these practice environments.

The practice staff at the approval visit confirm understanding of their responsibilities in relation to their roles as practice supervisors and practice assessors even when students have a practice learning experience in their usual place of employment.

They told us that the majority of supervisors will initially be registered nursing associates or nurses, however they will work towards expanding the number of supervisors who are registrants from other health and social care disciplines. The AEI confirm academic assessors are being prepared for their role. Each placement area is supported by a link lecturer who is a member of faculty staff who visits the area and provides support to students and their practice supervisor, as required. This support is supplemented by the recent appointment of a full-time lecturer for practice learning who is a member of the nursing associate programme team. This new role has the specific remit of providing practice learning support for pre-registration nursing associate 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**  **NO**

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

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

**MET**  **NOT MET**

R4.4 is met. There's evidence of clear processes to provide students with feedback throughout the theoretical and practice learning elements of the programme. The assessment and feedback plans are clear and developmental, evidencing formative and summative assessment elements in sufficient detail. A range of assessment tasks are identified and detailed in the module descriptors. The practice assessment documentation supports the provision of student feedback during the practice assessment process. The PAD specifies the requirement for mid-point written and verbal feedback from the practice assessor, alongside ongoing verbal and written feedback from practice supervisors. Formative feedback opportunities from SUCs are also detailed in the PAD. The students we met at the approval visit stated that generally feedback on their academic work was clear and helped them to improve.

- 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. Mapping documents provide evidence that the programme meets the requirements of the NMC Standards of proficiency for nursing associates. Programme documentation confirms that appropriate learning opportunities are available to students to enable them to achieve the programme outcomes. Student we met told us that they experienced a range of learning opportunities.

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

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

**YES**  **NO**

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

**YES**  **NO**



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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

**Outcome**

**Is the standard met?**  
**Date:** 23 May 2019

**MET**  **NOT 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

Fall back exit awards do not include professional registration.

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: 23 May 2019

## 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	<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 type="checkbox"/>	<input checked="" 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 Standards framework for nursing and midwifery education (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the Standards for student supervision and assessment (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 type="checkbox"/>	<input checked="" type="checkbox"/>

Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>List additional documentation:</p> <p>Updated 30 July 2019          KU website screenshot for nursing associate programme, entry requirements, September 2019          KU revised programme specification nursing associate programme – higher apprenticeship, 18 July 2018          KU revised programme specification nursing associate programme – UCAS entry, 18 July 2018          KU revised RPL mapping and verification document, final, nursing associate programme, 11 June 2019          KU updated nursing associate context document, 12 July 2019          KU revised nursing associate course handbook, 12 June 2019          England nursing associate NAPAD1.0, OAR version 4, final, 12 June 2019          England nursing associate apprenticeship NAPAD 1.0, OAR version 4, final, updated, 12 July 2019          KU registry e-mail confirmation of external examiner approval, 29 July 2019</p>		
<p>If you stated no above, please provide the reason and mitigation</p> <p>Student university handbook: all aspects required are included in the programme handbook</p> <p>External examiner is not yet appointed. (Condition five) - updated 30 July 2019 this condition now met.</p> <p>Blank agreements have been seen and will be signed if the university is successful during tendering to offer the nursing associate programme to employers. The following apprentice employers were present at the visit and confirmed their commitment and support for the programme and their understanding of the protected learning time agreement: Croydon Health Services NHS Trust, Epsom and St. Helier University Hospitals NHS Trust, Kingston Hospital NHS Trust, Surrey and Borders Partnership NHS Foundation Trust, South West London and St. George's Mental Health NHS Trust.</p> <p>There's no FE/HE college partner involved in this programme.</p>		
Additional comments:		

**During the visit the visitor(s) met the following groups:**

	<b>YES</b>	<b>NO</b>
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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: Two students on the September 2018 cohort One student on the January 2018 cohort One recent graduate from the January 2016 cohort		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation  HE/FE college senior managers; not relevant for this approval.		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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"/>
System Regulator Reports List CQC quality report Epsom and St Helier University Hospitals NHS Trust published, 14 May 2018		
If you stated no to any of the above, please provide the reason and mitigation  Not required for this visit as this is an existing AEI.		
Additional comments:		

**Mott MacDonald Group Disclaimer**

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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**

Author	Sharon Arkell Sophia Hunt	Date	29 May2019
Checked by	Bernadette Wallis	Date	6 August 2019
Submitted by	Holly Stallard	Date	21 August 2019
Approved by	Leeann Greer	Date	22 August 2019