

Programme approval visit report

Section one

Programme provider name:	University of Bradford		
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	The Mid Yorkshire Hospitals NHS Trust Harrogate District Foundation Trust Bradford Hospitals NHS Trust - Hospital Wards/Departments Airedale NHS Trust - Hospital Wards/Depts Bradford District Care Trust - Hospital Wards/Departments		
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>		
Title of programme:	Foundation degree science nursing associate		
Date of approval visit:	27 June 2019		
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>N/A</td> </tr> <tr> <td>17 December 2019</td> </tr> </table>	N/A	17 December 2019
N/A			
17 December 2019			
Academic level:	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6		
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Adrian Mason		

Section two

Summary of review and findings

The University of Bradford (UoB) faculty of health studies (the faculty) presented documentation for the approval of a foundation degree science (FDS) (nursing associate apprenticeship) two years (full-time). There is an effective working relationship between the faculty and their practice learning partners (PLPs). A partnership approach to the development of the programme is evident. Formal partnerships are in place with Airedale NHS Trust, Bradford Teaching Hospitals NHS Foundation Trust, Bradford District Care Trust, Harrogate District Foundation Trust and Mid Yorkshire NHS Trust. PLPs have experience in supporting pre-registration nursing students.

UoB has collaborated with approved education institutions (AEIs) throughout all regions in England to develop the all England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR).

The Standards for student supervision and assessment (SSSA) are met at programme level. The Standards framework for nursing and midwifery education are not met at programme level (SFNME).

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

Updated 12 August 2019

Evidence is provided of changes required to meet the four conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/>
	Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>

Conditions: <i>Please identify the standard and requirement the condition relates to</i>	Effective partnership working: collaboration, culture, communication and resources: Condition three: In student facing documents provide information on the student experience and the regulations and processes that apply specifically to the nursing associate programme (SFNME R3.2; Standards for pre-registration nursing associate programmes (SPRNAP). (R2.1, R2.7)
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<p><i>under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition four: Provide a transition plan for the transfer of current students studying the health education England pre-registration nursing associate programme to the proposed programme following consultation with students. (SFNME R3.1, R4.9)</p> <p>Selection, admission and progression:</p> <p>Condition two: Clarify the admissions criteria to make it clear that level two mathematics and level two English must be achieved to join the nursing associate programme. (SFNME R2.1; SPRNAP R1.1, R1.6)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: In the student-facing document, provide information on students' requirement for declaration of health and good character during the programme and information on the need for students registering their award with the NMC within five years. (SFNME R2.1; SPRNAP R1.2, R1.3, R5.2)</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	<p>26 July 219</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>Declaration of good character by students during the programme.</p> <p>Student facing document specific to the programme.</p> <p>Programme admission criteria.</p> <p>Transition planning for the transfer of students onto the programme.</p>

Programme is recommended for approval subject to specific conditions being met

Revised copies of the programme documentation provide evidence of changes required to meet the four conditions.

Revised student facing document provides information on students' requirement for declaration of health and good character during the programme and, information on students registering their award with the NMC within five years. (Condition one)

Clarity is provided in the admissions criteria that level two mathematics and level two English must be achieved to join the nursing associate programme. (Condition two)

Revised student facing document provides information on student experience, regulations and processes that apply specifically to the nursing associate programme. (Condition three)

Assurance is provided that consultation has taken place and there is an agreed transition plan for the transfer of current students studying the health education England pre-registration nursing associate programme to the proposed programme. (Condition four)

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	12 August 2019

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.

We found effective working relationships between UoB and their PLPs with evidence of programme development and delivery. There's a joint approach to recruitment to the programme and management of its delivery. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all students. Fitness to practise concerns about a student are managed in partnership between the faculty and PLPs. There are clinical tutors employed by PLPs and practice assessment leads employed by the UoB who work in partnership to provide support for students, academic assessors, practice supervisors and practice assessors in the practice learning environment. There are effective channels of communication between the UoB and PLPs. We found robust partnership arrangements for the preparation and development of practice supervisors, practice assessors and academic assessors by the faculty and PLPs. A record of attendance at practice assessor workshops is kept and shared with UoB and PLPs. PLPs demonstrate good understanding of these roles and how they'll fulfil their responsibilities when undertaking these roles. We're told that practice assessors and practice supervisors can be released from their workplace to attend workshops for updates and training.

The approval panel met with students from the health education England (HEE) nursing associate apprenticeship programme. These students are articulate and confident and spoke positively about their programme. They tell us they had a robust values-based recruitment and selection process. They feel well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the support systems available to them in both university and practice learning settings which are easily accessible. They tell us practice assessors help them to understand assessment criteria and in

the context of working with specific client groups. Students are aware of the UoB and PLPs processes for reporting and escalating concerns and actions taken. Students provide examples of investigations in response to their raising concerns and feedback they have received following. They tell us their feedback during evaluation of practice experience meetings is listened to and informs the proposed programme. However, students tell us they are not consulted on transferring from the HEE programme to the proposed programme (Condition four) (SFNME R3.1, R4.9).

Service user (SU) representatives tell us they're aware of the SU engagement strategy and reference group developed by the faculty. The faculty has a database of service users and carers and there's a service user and carer lead who has developed and implemented an action plan to increase service user and carer involvement in the programme. SUs are involved in the delivery of the curriculum. They do this through face-to-face teaching with student groups. SUs participate in objective structured clinical examinations (OSCEs) and their perspective of the student's performance is incorporated into feedback students receive. They tell us they are prepared for their role in contributing to the programme by a UoB based induction and training programme. SUs tell us they are involved in the recruitment process, design, development, delivery, evaluation and co-production of the programme.

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

Students tell us they are not consulted on transferring from the HEE programme to the proposed programme. (Condition four) (SFNME R3.1, R4.9)

Please provide any narrative for any exceptions

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

Students tell us they are not consulted on transferring from the HEE programme to the proposed programme.

Condition four: Provide a transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme following consultation with students. (SFNME R3.1, R4.9)

Post Event Review

Identify how the condition(s) is met:

Condition four:

UoB has produced documentary evidence of an agreed transition plan for the transfer of current students studying the health education England pre-registration nursing associate programme to the proposed programme following consultation.

Condition four is met.

Evidence:

Revised programme specification, August 2019

Action tracker document, August 2019

Date condition(s) met: 12 August 2019

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

The standard is met. Assurance is provided that SFNME R3.1, R4.9 are met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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 is not met. The programme team tell us applicants to the programme are required to provide evidence of achievement of general certificate of education level two or above in English and mathematics, however this not made clear in the programme specification. (Condition two) (SFNME R2.1; SPRNAP R1.1, R1.6)

- 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

R1.2 is not met. There is no information on how students are made aware of the need to declare any issues affecting their health or good character during the programme. (Condition one) (SFNME R2.1; SPRNAP R1.2, R1.3, R5.2)

- 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

R1.3 is not met. Students tell us they are aware of the requirement to make a self-declaration of health and good character. However, there is no information on how students are made aware of the need to declare any issues affecting their health or good character during the programme. (Condition one) (SFNME R2.1; SPRNAP R1.2, R1.3, R5.2)

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

YES NO

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

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

MET NOT MET

R1.5 is met. There is documentary evidence and confirmation at the approval visit that recognition of prior learning (RPL) is used for up to 50 percent of the programme. There is an RPL process in place detailing the roles and responsibilities of those involved in the RPL decision making process. Information on RPL is available for prospective students. RPL claims are scrutinised by a relevant external examiner and all RPL claims are considered at an assessment board before applicants start the programme.

It is stated in the programme specification that the maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently NMC registered nurses without restrictions on their practice.

- 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 not met. Applicants to the programme are required to provide evidence of achievement of general certificate of education level two or above in English and mathematics, however this is not made clear in the programme specification. (Condition two) (SFNME R2.1 SPRNAP R1.1, R1.6)

Support for numeracy, literacy, digital and technological literacy is provided throughout the programme. Literacy and numeracy are assessed formatively and summatively. There's evidence of mapping of indicative content that meets the proficiencies and programme outcomes. The modules effective person-centred care and improving care quality each include a numeracy assessment in the form of drug calculations with a pass mark of 100 percent. Formative numeracy assessment takes place in a simulated environment.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the PAD and OAR.

Students tell us they feel well supported academically and in practice learning in relation to the development of proficiency in numeracy, literacy, digital and technological literacy. UoB have extensive academic support services for students who require additional support with numeracy, literacy and digital technology.

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**

There is a mapping document and transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme and transfer to the SSSA in September 2019. PLPs tell us they are consulted about the transition arrangements, however, the students tell us they are not consulted on transferring to the new programme. (Condition four) (SFNME R3.1, R4.9)

Students know about the roles of the academic assessor, practice assessor and practice supervisor.

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

YES **NO**

Students tell us they are aware of the requirement to make a self-declaration of health and good character. However, there is no information on how students are made aware of the need to declare any issues affecting their health or good character during the programme. (Condition one) (SFNME R2.1, SPRNAP R1.2, R1.3, R5.2)

The programme team tell us applicants to the programme are required to provide evidence of achievement of general certificate of education level two or above in English and mathematics, however this not made clear in the programme specification. (Condition two) (SFNME R2.1; SPRNAP R1.1, R1.6)

There is a mapping document and transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme. PLPs tell us they are consulted about the transition arrangements, however the students tell us that they are not consulted on transferring to the new programme. (Condition four) (SFNME R3.1, R4.9)

Outcome

Is the standard met?

MET **NOT MET**

Students tell us they are aware of the requirement to make a self-declaration of health and good character. However, there is no information on how students are made aware of the need to declare any issues affecting their health or good character during the programme.

Condition one: In the student-facing document, provide information on students' requirement for declaration of health and good character during the programme and, information on the need for students registering their award with the NMC within five years. (SFNME R2.1; SPRNAP R1.2, R1.3, R5.2)

The programme team tell us applicants to the programme are required to provide evidence of achievement of general certificate of education level two or above in English and mathematics, however this not made clear in the programme specification.

Condition two: Clarify the admissions criteria to make it clear that level two mathematics and level two English must be achieved to join the nursing associate programme. (SFNME R2.1; SPRNAP R1.1, R1.6)

There is a mapping document and transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme. PLPs tell us they are consulted about the transition arrangements, however the students tell us that they are not consulted on transferring to the new programme.

Condition four: Provide a transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme following consultation with students. (SFNME R3.1, R4.9)

Date: 13 July 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The programme team has provided documentary evidence of a revised student facing document containing information on students' requirement for declaration of health and good character during the programme and, information on the need for students registering their award with the NMC within five years.

Condition one is now met.

Evidence:

Revised Programme Handbook, August 2019

Condition two:

Clarity is provided in the admissions criteria to demonstrate level two mathematics and level two English must be achieved to join the nursing associate programme.

Condition two is now met.

Evidence:

Revised programme specification, August 2019

Condition four:

Assurance is provided that consultation has taken place and there is an agreed transition plan for the transfer of current students studying the HEE pre-registration nursing associate programme to the proposed programme.

Condition four is now met.

Evidence:

Revised programme specification, August 2019

Action tracker document, August 2019

Date condition(s) met: 12 August 2019

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

The standard is met. Assurance is provided that SFNME R2.1, R3.1, R4.9 and SPRNAP R1.1, R1.2, R1.3, R1.6, R5.2 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, R3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. There is no written information in student facing documents on the student experience and regulations and processes specific to the proposed nursing associate programme. (Condition three) (SFNME R3.2; SPRNAP R2.1, R2.7)

- 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. The programme documents show students will experience the four fields of nursing in theory and practice learning environments. The programme team and PLPs tell us students will have a range of practice learning experiences across the lifespan. Students tell us their theoretical and practice learning experiences in the HEE nursing associate programme are varied and provide experiences across the lifespan and reflect the four fields of nursing.

The programme team tell us practice learning experiences for students will be arranged in partnership between the UoB and PLPs. These are monitored by the PLP's clinical tutor and the UoB's practice assessment lead and recorded on the UoB placement database. This allows UoB to oversee the practice placement allocation and ensure students have practice learning experiences across the lifespan and in a variety of settings.

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 provides a summary breakdown of theory and practice hours and programme length. This demonstrates an equal balance between theory and practice learning and is sufficient to allow students to meet the Standards of proficiency for nursing associates. The number of hours spent in practice learning settings is recorded in the PAD by students and verified by the practice supervisor and practice assessor. Attendance in theory settings is recorded on classroom registers. Unmet theory and/or practice learning hours are made up by an individual plan of action by the academic assessor, clinical tutor and practice assessment lead identifying the number of hours to be made up in a specified time frame. Students confirm programme learning enables them to meet the Standards of proficiency for nursing associates.

- 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. Documentary evidence confirms the programme will comprise 50 percent theory and 50 percent practice and information on how this is achieved is included in the programme handbook. There's evidence that a range of teaching and learning strategies will be used in the programme, including an online formative assessment of numeracy, feedback on draft programme work and quizzes. Module descriptors and the programme specification provide details of appropriate academic level aims, learning outcomes, module content, teaching

and learning strategies and assessment strategies. However, there is no written information in student facing document on the student experience specific to the proposed nursing associate programme. (Condition three) (SFNME R3.2; SPRNAP R2.1, R2.7)

Students tell us they're well supported in the application of theory to practice in theory and practice learning environments. The UoB practice placement team monitors and records student practice learning and liaises with the academic assessor to monitor programme designated hours.

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 is no written information in student facing document on the student experience specific to the proposed nursing associate programme. (Condition three) (SFNME R3.2; SPRNAP R2.1, R2.7)

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 is no written information in student facing document on the student experience specific to the proposed nursing associate programme.

Condition three: In student facing documents provide information on the student experience and the regulations and processes that apply specifically to the nursing associate programme (SFNME R3.2; SPRNAP R2.1, R2.7)

Date: 13 July 2019

Post event review

Identify how the condition(s) is met:

Condition three:

Revised student facing documentation provides information on student experience, regulations and processes that apply specifically to the nursing associate programme.

Condition three is now met.

Evidence:

Revised Programme Handbook, August 2019

Date condition(s) met: 12 August 2019

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

The standard is met. Assurance is provided that SFNME R3.2 and SPRNAP R2.1, R2.7 are met.

Standard 3: Practice learning

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

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

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

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

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

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

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. The roles of practice supervisors, practice assessors, academic assessors, clinical tutors and practice assessment lead are clearly defined and there is documentary evidence of ways they will support student learning and development in theory and practice learning settings. The programme team tell us about the ways practice supervisors, practice assessors, academic assessors and clinical tutors and practice assessment lead collaborate to ensure practice learning opportunities allow students to engage with a diverse range of people, across the life span.

The PAD gives practice learning guidance to students and their practice supervisors and practice assessors. It contains practice assessment information. Documentary evidence and the approval process confirm sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for nursing associates and deliver safe and effective care.

Academic assessors and practice assessors are required to make objective decisions about student progression and assessment and work collaboratively.

There's a policy for reporting and escalating concerns. Students tell us they understand this. They know how to follow the UoB and PLP policy and processes for reporting and escalating concerns.

- 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 tell us there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide assessment, monitoring and evaluation of students in practice. The programme team and PLPs confirm there's sufficient numbers of practice learning placements to support the student experience in meeting the holistic needs of people of all ages.

The OAR summarises overall student achievement, development and performance. Practice supervisors record their decisions on student progress and proficiency in this document. The PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The PAD provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. Students tell us they evaluate each practice learning experience and changes can be made in response to their reports.

There is a process for the assessment of practice learning. The module leader for the work-based learning modules marks the PADs. The PADs are reviewed through a moderation process which involves academic staff, PLPs and the external examiner. There is a robust audit process that is implemented in partnership with UoB and PLPs that considers the suitability of each practice learning environment. Actions are taken to ensure effective practice learning experiences and enhancements when needed.

- 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. The programme team, students and SUs tell us about the simulation-based learning and simulation facilities available to students. We found simulation-based learning is part of formative learning processes and will not be used to assess proficiency.

There's an established virtual learning environment which provides students with an online resource and includes educational resources, activities and assessments. Students tell us technology enhanced learning is available to them in practice learning settings. The programme team and students tell us they use canvas learning management system. This is an interactive e-portfolio and learning tool including an online numeracy learning resource (safe medicate). Students tell us how they use this to log events, progress and reflections and use digital patient-care planning systems during practice learning (system one). They are prepared to use this these during programme induction, theory-based learning and induction periods in practice learning. Technology enhanced and simulation-based learning opportunities are effective and proportionate.

- 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. UoB has extensive support services available to meet individual student learning needs. There's an equality and diversity policy that includes legislative requirements and is applied to the nursing associate programme. This allows for reasonable adjustments for students with disabilities. The programme team and PLPs confirm they take a collaborative approach to making reasonable adjustments.

Reasonable adjustments for students are identified by PLPs through their occupational health departments and by UoB through the student support service. The programme team tell us they advocate for students if needed and consider each case on an individual basis.

Students tell us they are aware that reasonable adjustments can be made if needed and know about the policy and procedures to be followed. Consideration is given to student's personal circumstances during reasonable adjustment assessments, for example, carer responsibilities.

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

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

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

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

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

MET **NOT MET**

R3.5 is met. The programme planner provides a breakdown of hours spent in hub and spoke practice learning placements and blocks of academic study in the faculty. Practice placements are planned jointly between PLPs and the UoB placement team.

The programme team, PLPs and students tell us protected learning time is always assured and nursing associate students always have the required protected learning time. PLPs tell us protected learning time is discussed at consultation events and will be in place for all students on the proposed nursing associate programme. There are protected learning agreements between UoB and PLPs.

These agreements include guarantees for requirements for protected learning time and how they will be met. Students wear distinctive colour uniforms to distinguish them as nursing associate students. Arrangements for protected learning time in academic and practice learning settings are monitored by the academic assessor and programme leader.

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: 13 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. We found effective partnership working between UoB and PLPs. PLPs participate in consultations and programme planning events. Written partnership agreements between UoB and each PLP are in place. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. UoB and PLPs adopt a collaborative approach to governance of the programme. There's a clear partnership strategy for completing educational audits of practice learning environments. Educational audit documentation uses consistent and objective criteria for approving practice learning environments. The educational audit process identifies the availability of suitably qualified practice supervisors and practice assessors in each of the practice learning environments. UoB and PLPs work jointly to prepare practice supervisors and practice assessors for their roles in practice learning. Students tell us changes to the programme and the modules are made as a result of their evaluation and feedback. Students tell us they know how to raise and escalate concerns. We found academic staff are experienced in delivering programmes in higher education settings and have relevant clinical

backgrounds. Student progress is monitored at tripartite meetings every 12 weeks tripartite with students, UoB and PLPs.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and discussion at the approval visit confirms extensive consultation and collaboration between UoB and PLPs. There's a structured plan in place to implement the SSSA for the programme. Information about the SSSA is clear in programme and practice learning handbooks.

The roles of the clinical tutor and practice assessment lead in providing support for students in practice and their practice supervisors and practice assessors are clearly defined. Practice assessors and practice supervisors understand their role and the role preparation process. Existing nurse mentors are being prepared for the roles of practice supervisor and practice assessor by jointly run workshops by the UoB and PLPs. Future practice supervisors and practice assessors are being developed by professional development process in partnership with UoB and PLPs.

The all England nursing associate PAD is a comprehensive document which allows a record of student learning, assessment and progress throughout the programme.

The PAD provides practice learning guidance and assessment requirements which map to the Standards of proficiency for nursing associates. Introductory guidance details the responsibilities of the practice supervisor and practice assessor. Practice assessors record their decisions on the assessment of student progress and proficiency in the PAD. We found academic assessors are being prepared for their role by UoB. The UoB has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role.

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

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

YES **NO**

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

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

MET **NOT MET**

R4.4 is met. We found there is a learning and teaching strategy which includes details of formative and summative assessment methods. The range of formative and summative assessment strategies are detailed in the module descriptors. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessment informs the summative assessment process. PLPs tell us they understand the practice assessment process and their role in implementing the PAD.

Students are required to receive feedback from service users during their practice learning placements. The PAD contains a patient/service user/carer feedback form, and this is used as one of a range of ways for students to receive feedback from SUs whose care they have participated in. Students also receive SU verbal feedback and this is recorded by the student on their written reflections and by the practice assessor on the feedback forms contained in the PAD. SUs participate in OSCEs and their perspective of the student's performance is incorporated into feedback students receive.

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

MET **NOT MET**

R4.5 is met. There are detailed documents which map modules, Standards of proficiency for nursing associates and academic and practice learning outcomes. A mapping document is provided to demonstrate where the Standards of proficiency for nursing associates are located in the PAD and OAR.

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? MET NOT MET

Date: 13 July 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

R5.2 is not met. Students say they are aware of the requirement to register their award with the NMC within five years. There is no information in student facing documentation on how students are made aware of the need to register their award with the NMC within five years. (Condition one) (SFNME R2.1; SPRNAP R5.2)

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 with registration as a nursing associate.

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

YES NO

There is no information in student facing documentation on how students are made aware of the need to register their award with the NMC within five years. (Condition one) (SFNME R2.1; SPRNAP R5.2)

Outcome

Is the standard met?

MET NOT MET

There is no information in student facing documentation on how students are made aware of the need to register their award with the NMC within five years.

Condition one: In the student-facing document, provide information on students' requirement for declaration of health and good character during the programme and, information on the need for students registering their award with the NMC within five years. (SFNME R2.1; SPRNAP R1.2, R1.3, R5.2)

Date: 13 July 2019

Post event review

Identify how the condition(s) is met:

Condition one:

Revised student facing documentation provides information on students registering their award with the NMC within five years.

Condition one is now met.

Evidence:

Revised Programme Handbook, August 2019

Date condition(s) met: 12 August 2019

Revised outcome after condition(s) met:

MET

NOT MET

The standard is met. Assurance is provided that SFNME R2.1 and SPRNAP R1.2, R1.3, R5.2 are met.

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<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>Fitness to practice flowchart, undated</p> <p>Fitness to study flowchart, undated</p> <p>Learner support profile, undated</p> <p>Learning, teaching and assessment map, undated</p> <p>Nursing associate interview questions, undated</p> <p>Placement profile example, undated</p> <p>UoB escalating concerns in practice guidance, 2017</p> <p>UoB guide to the recognition of prior learning, undated</p> <p>Post visit evidence:</p> <p>Revised Programme Handbook, August 2019</p> <p>Revised programme specification, August 2019</p> <p>Action tracker document, August 2019</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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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: Two x apprentice pre-registration nursing associate students, year one of the programme. Four x pre-registration apprentice nursing associate students, year two of the programme.		
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 FE college managers not relevant to this programme.		
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>Airedale NHS Trust, 14 March 2019</p> <p>Bradford Teaching Hospitals NHS Foundation Trust, 15 June 2018</p> <p>Bradford District Care Trust, 11 June 2019</p> <p>Harrogate District Foundation Trust, 14 March 2019</p> <p>Mid Yorkshire NHS Trust, 7 December 2018</p>		
<p>If you stated no to any of the above, please provide the reason and mitigation</p> <p>There is evidence of the availability of the resources listed above to students of UoB who are undertaking NMC approved programmes.</p>		
Additional comments:		

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Issue record

Final Report

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