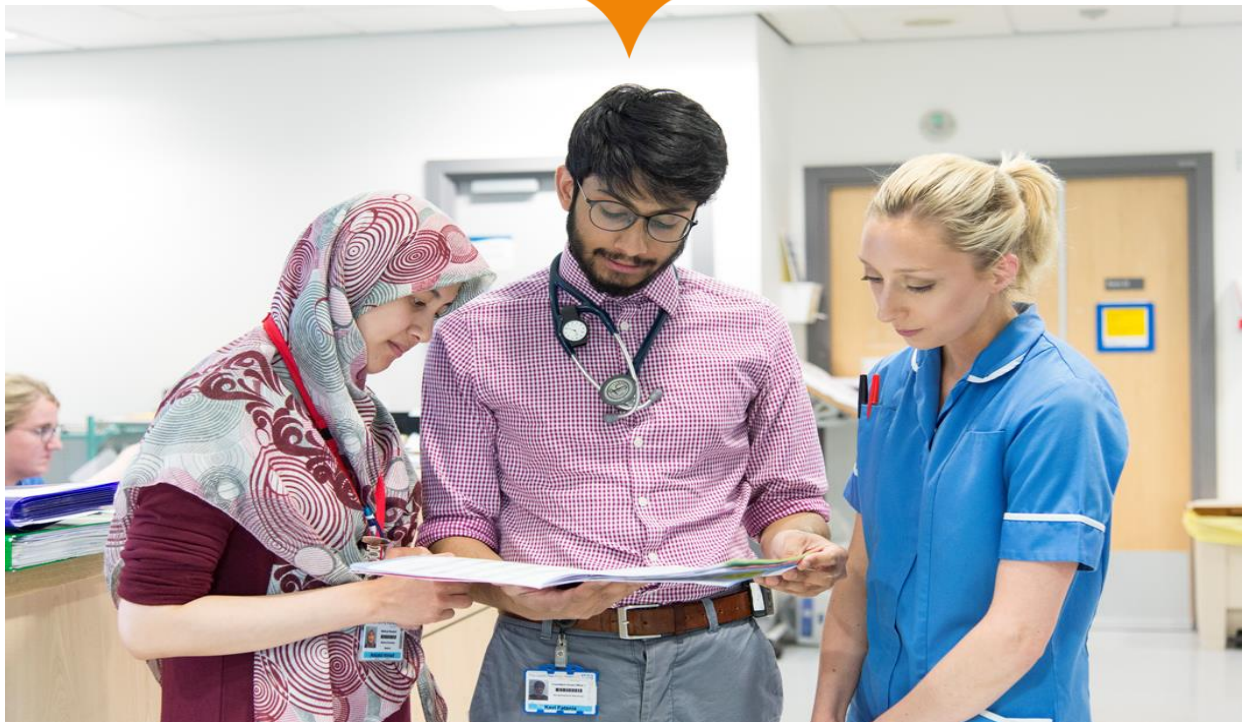**NHS**
Health Education England

HEE Quality Interventions Review Report

North Middlesex University Hospital NHS Trust Nursing Associate Apprenticeship Learner Review

Quality, Reviews and Intelligence Team, HEE London

24 June 2021

Final Report 17 August 2021

Version 0.1

Review Overview

Background to the review:	This learner review was organised following poor results in Health Education England's (HEE) National Education and Training Survey (NETS). Red outliers flagged within the survey included: - Bullying and Undermining - Supervision - Teaching and Learning - Workload Whilst it was recognised that there was a low response rate in the survey, HEE sought to understand some of the issues in more detail with a focused number of Apprentice Nursing Associates. This review sought to explore their experiences of the programme and their placements within North Middlesex University Hospital NHS Trust.
Subject of the review (e.g. programme, specialty, level of training, healthcare learner group)	Nursing Associate Apprenticeship
Who we met with:	The review team met with seven Trainee Nursing Associates (TNAs)
Evidence utilised:	No evidence was requested in the preparation for this review.

Review Panel

Role	Name / Job Title / Role
HEE Review Lead	Anna McGuinness Head of Clinical Education Transformation, London
Regional Head of Nursing	Nichole McIntosh Regional Head of Nursing and Midwifery, London
Specialty Expert	Gabriella Massa Programme Manager, Nursing and Midwifery
Lay Representative	Anne Sinclair Lay Representative
HEE Quality Representative	Nicole Lallaway Learning Environment Quality Coordinator
HEE Representative	Ummama Sheikh Quality, Patient Safety and Commissioning Officer

Executive summary

This learner review was organised following poor results pertaining to a small sample of Apprentice Nursing Associates in the Health Education England (HEE) National Education and Training Survey (NETS). This focused discussion sought to understand some of the issues flagged in the survey in greater depth with a larger number of learners.

The learners reported that there were areas working well within their placement, including that learners received constructive feedback on their performance within their placement and that there were many learning opportunities within the Trust. Learners also reported that they knew the Trust's process for raising concerns and felt well supported to do so. The review team were also pleased to hear that learners felt supported by their multidisciplinary colleagues.

The review team identified the following areas for improvement:
- Learners on the programme and wider multidisciplinary colleagues would benefit from clarification of the trainee nursing associate (TNA) role, as learners had to advocate for their status as a 'learner'.
- Learners on the programme did not receive orientation packs for their placement in the 'hub'. Learners felt undervalued as other members of staff and learner groups received role-specific orientation packs for their placements.
- There was a lack of allocated time for learners to review their competencies and sign off workbooks with their supervisors.

Review findings

The findings detailed in the sections below should be referenced to the quality domains and standards set-out towards the end of this template. Specifically, mandatory requirements should be explicitly linked to quality standards. Not all of HEE's domains and standards have been included, only those that have a direct operational impact on the quality of the clinical learning environment, which a quality review will be most likely to identify (although this does not preclude other standards outlined in the Quality Framework being subject to review, comment and requirements where relevant).

Mandatory requirements

Mandatory requirements and Immediate Mandatory Requirements (IMRs) should be identified as set out below. IMRs are likely to require action prior to the draft Quality Review Report being created and forwarded to the placement provider. The report should identify how the IMR has been implemented in the short term and any longer termed plans. Any failure to meet these immediate requirements and the subsequent escalation of actions to be taken should also be recorded if there is a need to.

All mandatory requirements should be detailed in this section. The requirement reference should work chronologically throughout the report and link with the right-hand column in the 'Review Findings' section. Requirements identified should be succinct, SMART and not include the full narrative from the detailed report. Any Requirements should clearly relate to improved achievement of HEE Domain & Standards by the placement provider.

Immediate Mandatory Requirements Completion of immediate requirements will be recorded below. Subsequent action to embed and sustain any changes may be required and should also be entered below with relevant timescales		
Requirement Reference number	Review Findings	Required Action, timeline, evidence
	None	None
Requirement Reference number	Progress on immediate actions	Required Action, timeline, evidence
	None	None

Mandatory Requirements The Quality Review Panel will consider which individual or collective findings from the intervention will be added to the Quality Reporting Register, determining the relevant risk score, ISF rating and reflecting the accepted QRR narrative conventions.		
Requirement Reference number	Review Findings	Required Action, timeline, evidence
TNA3.4	The review team heard that learners did not receive role-specific orientation packs for their placement within the 'hub', unlike the other staff and learner groups on the ward, and that this made them feel undervalued within the department.	The Trust is required to develop role-specific orientation packs for the Trainee Nursing Associate (TNA) role that appropriately prepares them for their placement within the 'hub'. Please also include clarification of what the TNA role is and a definition of protected learning time as well as examples of activities which could count towards this. Please submit evidence in support of this action by the next Quality Management Portal (QMP) reporting deadline.
TNA4.4	The review team heard that supervisors did not have allocated time with learners to review and sign off competencies, and that there were instances where some learners met with their supervisor out of hours or outside of the hospital to complete workbooks.	The Trust is required to ensure that supervisors have allocated time in their job plans to review and sign off competencies with the learners within working hours. Please submit evidence in support of this action by the next QMP reporting deadline.
TNA5.1b	The review team heard that learners had to advocate for their needs as learners as there was little clarity on the roles and responsibilities of the Trainee Nursing Associate (TNA) among the wider multidisciplinary team on the 'hub' placement.	The Trust is required to clarify the Trainee Nursing Associate roles and responsibilities (TNA) with members of staff within the Trust, particularly within the 'hub'. Please submit evidence in support of this action by the next QMP reporting deadline.

Recommendations

Recommendations are not mandatory but intended to be helpful, and they would not be expected to be included within any requirements for the placement provider in terms of action plans or timeframe. It may however be useful to raise them at any future reviews or conversations with the placement provider in terms of evaluating whether they have resulted in any beneficial outcome.

Recommendation	
Related Domain(s) & Standard(s)	**Recommendation**
TNA2.1	The Trust is recommended to ensure that learners have appropriate access to all relevant areas throughout the hospital.
TNA5.1a	The Trust is recommended to review the volume of nursing learners on the ward to ensure that supervisors are able to provide appropriate support to learners.

Good practice

Good practice is used as a phrase to incorporate educational or patient care initiatives that, in the view of the Quality Review Team, enable the standards within the Quality Framework to be more effectively delivered or help make a difference or improvement to the learning environment being reviewed. Examples of good practice may be worthy of wider dissemination

Learning environment / Prof. group / Dept. / Team	Good practice	Related Domain(s) & Standard(s)
	N/A	

HEE Quality Standards and Domains for Quality Reviews

Domain 1 - Learning environment and culture

1.1. Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users.
1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.
1.3. There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I).
1.4. There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative.
1.5. The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and access to quality assured library and knowledge.
1.6. The learning environment promotes interprofessional learning opportunities.

HEE Standard	HEE Quality Domain 1 - Learning Environment & Culture	Requirement Reference Number
1.2	**Bullying and undermining** The review team heard that learners did not experience or witness regular acts of bullying and undermining by colleagues within their placement at North Middlesex Hospital, however there were a small number of instances reported by the learners. For example, learners reported an instance where a learner was publicly undermined. The review team were pleased to hear that their multidisciplinary colleagues supported the learner by reporting their concerns to the manager who then addressed this with the relevant member of staff.	

Domain 2 – Educational governance and leadership

2.1. The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.
2.2. The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.
2.3. The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership.
2.4. Education and training opportunities are based on principles of equality and diversity.
2.5. There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents.

HEE Standard	HEE Quality Domain 2 – Educational Governance and Leadership	Requirement Reference Number
2.1	**Impact of service design on users** The review team heard that some learners did not have easy access to the different sections on the ward. It was reported by some learners that they would often be standing outside waiting to get into the building and that this impacted on their lunches and breaks.	Yes, please see TNA2.1
2.2	**Appropriate systems for raising concerns about education and training** The review team were pleased to hear that the learners were aware of the process to raise concerns about education and training. It was also reported that the process was straightforward, and that learners were well supported when they did raise concerns.	

Domain 3 – Supporting and empowering learners		
3.1. Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.		
3.2. Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.		
3.3. Learners feel they are valued members of the healthcare team within which they are placed.		
3.4. Learners receive an appropriate and timely induction into the learning environment.		
3.5. Learners understand their role and the context of their placement in relation to care pathways and patient journeys.		

HEE Standard	HEE Quality Domain 3 – Supporting and empowering learners	Requirement Reference Number
3.1	**Learners being asked to work above their level of competence, confidence and experience** The learners reported that there were instances where they were asked to undertake duties that they had not been trained for. Despite this, the review team heard that learners were able to raise concerns that they did not have the competencies required for the procedure. The majority of trainees reported that when they raised this, they were supported by colleagues to shadow the procedure and learn how to undertake it. The review team heard of a small number of learners who were unsupported in this situation by their degree pre-registration nursing counterparts.	
3.4	**Induction (organisational and placement)** The review team heard that the majority of learners received an informal induction with their practice assessor (PA) and/or practice supervisor (PS) within the first week of their placement. However, the review team heard that learners did not receive orientation packs as part of their induction into their 'hub' placement. Learners reported that other colleagues and learner groups all received role-specific orientation packs which included all the required information for their role, however there was no pack available for the TNAs whilst working at the 'hub'. The review team heard that learners felt excluded and undervalued as a result.	Yes, please see TNA3.4
3.1	**Regular constructive and meaningful feedback** The review team heard that placements were split into two parts: the hub placement (a dedicated ward at North Middlesex Hospital) and the spoke placement (another ward within another Trust or community placement). Learners reported that they received regular feedback whilst working in the hub, and that this was provided at the right times in the placement. However, the review team heard that in their spoke placement, some learners did not always receive regular feedback. This was reportedly because spoke placements lasted two weeks, and sometimes supervisors did not initially understand the roles and responsibilities of the TNA. It was reported that by the time the spoke placement supervisor understood the requirements, it was time for the learners to return back to their hub placement. The review team heard that there was limited time to provide feedback to the Trust on the hub placement due to the busyness of the wards. Some learners reported that they were only able to provide feedback via email from the	

	Higher Education Provider (HEI), and that no such opportunities were presented by the Trust.	

Domain 4 – Supporting and empowering educators

4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.
4.2. Educators are familiar with the curricula of the learners they are educating.
4.3. Educator performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression.
4.4. Formally recognised educators are appropriately supported to undertake their roles.

HEE Standard	HEE Quality Domain 4 – Supporting and empowering educators	Requirement Reference Number
4.4	**Appropriate allocated time in educators job plans to meet educational responsibilities** Some learners reported difficulty getting time with their practice supervisors to sign off their competencies in their workbooks. It was felt that the wards were so busy and that the supervisors did not have allocated time in their jobs plans to book in time with learners to review competencies and sign off their workbooks and reflective accounts. The review team heard of instances where learners had to meet outside of working hours with their supervisor, including at the night, as well as some instances outside of the hospital.	Yes, please see TNA4.4

Domain 5 – Delivering curricula and assessments

5.1. The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.
5.2. Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models.
5.3. Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment.

HEE Standard	HEE Quality Domain 5 – Developing and implementing curricula and assessments	Requirement Reference Number
5.1	**Appropriate balance between providing services and accessing educational and training opportunities** Some of the learners felt that they were provided with many learning opportunities whilst in their placement, and that they were well supported by their supervisors and managers to take advantage of these. This included development when they shadowed a diabetic nurse and a speech and language therapist, as well as training sessions on the ward for all of the nursing students. Learners reported that members of the multidisciplinary team were also approachable and receptive to requests from the learners, and that this enabled them to follow a patient through the whole pathway. The review team heard from learners that they felt they did not have access to five hours of protected learning time per week as required by the curriculum. Some learners reportedly felt that they were seen as HCAs and were there to make up the numbers on the ward, because they were not supernumerary, and that this impacted on their ability to have protected learning time as the wards were busy and it was difficult to find the time to schedule 'off the job' learning. However, the review team felt from the	

discussions that learners were able to access their protected learning time as this did not only encompass 'off the job' learning, but also included all learning that took place on the wards, for example, observing procedures. The review team felt that there needed to be clarification on what protected learning meant for learners, and it was felt this could be communicated better to learners by the Trust. The review team also heard that some of the learners felt their learning within the placement was impacted by the workload as the wards were short staffed. It was reported that some of the nursing colleagues were willing to teach the learners while others made them feel like a burden, and that sometimes it was difficult to access learning opportunities as there was an abundance of nursing students on the ward. The review team heard that one supervisor supported two pre-registration students and a trainee nursing associate (TNA), and it was felt that this may be unmanageable to provide appropriate support to all of the learners. The learners reported instances whereby they did not have the same learning opportunities as the other degree-level pre-registration nursing students as the TNAs were on the rota with an expectation to carry out the HCA role. Some of the learners felt there was a separation between themselves as TNAs and the other degree-level student nurses which impacted on their learning opportunities. The review team heard from some learners that they had experienced a culture of negativity from the undergraduate degree and master's degree pre-registration nursing students on the ward. Some of the learners reported that pre-registration nursing students would delegate work to the TNAs that they felt was not relevant for their training needs. The learners perceived that some of the undergraduate and postgraduate pre-registration nursing students within the department did not value the role of the TNA as a learner. The review team heard of instances whereby pre-registration nursing students refused to do certain tasks as they 'weren't paid to do that' and were there to learn on the placement, delegating tasks such as bathing patients to the TNAs. It was felt that this perception by the pre-registration nursing students was not appropriate as TNAs were also on the placement to learn. It was felt by the learners that this was not appropriate and that they had to advocate for their position as a learner regularly. The review team heard that learners felt they were often mistaken for Healthcare Assistants (HCAs) and had to educate and explain what their role was as a TNA to their colleagues on the ward. This included the need to explain that they were learners and were on the placement to learn just like the other student nurses on the ward. The review team felt that learners on the programme would benefit from clarification of the Nursing Associate role being shared with the members of staff within the Trust. Learners reported that they had to regularly inform colleagues of their role and persistently advocate for their needs as learners, as some members of the wider team were unfamiliar with the TNA's roles and responsibilities while on "hub" placement. Learners reportedly felt they were perceived as HCAs providing service provision, rather than TNAs. It was felt that orientation packs that clearly defined the TNA role would be beneficial for the learners as well as their colleague on the ward.	Yes, please see TNA5.1a Yes, please see TNA5.1b

Domain 6 – Developing a sustainable workforce

6.1. Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.
6.2. There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities.
6.3. The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service.
6.4. Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner.

HEE Standard	HEE Quality Domain 6 – Developing a sustainable workforce	Requirement Reference Number
6.1	**Retention and attrition of learners** The majority of learners would recommend their placement to colleagues for training. Similarly, the majority of learners would recommend their hospital to friends and family for treatment.	

Report sign off

Quaity Review Report completed by *(name(s) / role(s))*:	Nicole Lallaway Learning Environment Quality Coordinator
Review Lead name and signature:	Anna McGuinness Head of Clinical Education Transformation
Date signed:	04/08/2021

HEE authorised signature:	Nichole McIntosh
Date signed:	09/08/2021

Date final report submitted to organisation:	17/08/2021

What happens next:

Any requirements generated during this review will be recorded and monitored following the usual HEE Quality Assurance processes.
As part of our intention to development a consistent approach to the management of quality across England, Quality Reports will increasingly be published and, where that is the case, these can be found on HEE's national website. Information from quality reports will usually be shared with other System Partners such as Regulators and Quality Surveillance Groups