

Programme Major Modification report

Section one

Programme provider name:	Coventry University
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	FdSc Nursing Associate Direct Entry Full Time – Level 5 Foundation Degree Nursing Associate – Level 5
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
Academic level of current programme:	
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A

Academic levels of modified/additional programme(s)/route(s):	
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Nursing associate apprenticeship	England <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	23 July 2019
Date(s) of NMC approval of any modifications since last approval:	3 February 2020
Programme start dates:	
Current modification programme start date:	
Pre-registration nursing associate	16 September 2024
Nursing associate apprenticeship	N/A
Date of modification:	11 January 2024
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Lesley Saunders

Section two

Summary of review and findings

Coventry University (CU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). CU offer a two-year full-time nursing associate (NA) apprenticeship programme approved by the NMC on 23 July 2019. A modification to add an NA full-time two-year direct entry route was approved by the NMC on 3 February 2020.

CU present a further modification to deliver the NMC approved NA direct entry route at a new designated satellite site, Wiltshire College and University Centre (WCUC), Salisbury. Formal partnerships and practice learning arrangements are confirmed with Salisbury NHS Foundation Trust, an approved practice learning partner (PLP) and employer partner supporting practice learning for CU NA students undertaking the direct entry and apprenticeship programme routes.

Documentary evidence confirms that CU have an effective equality, diversity and inclusion (EDI) strategy. The recruitment, teaching, learning and assessment processes are designed to ensure a socially and culturally inclusive experience for students. There's no documentary evidence of how the programme team monitor student population and diversity data to address attainment gaps.

WCUC is an established further education (FE) college. There's evidence of appropriate infrastructure in place to support academic and practice learning requirements. There are plans in place to develop a simulation suite that'll be completed before the proposed route is delivered. This additional resource and an established immersive experience facility supports student preparation for practice learning.

The programme is delivered by appropriately qualified teaching staff employed by WCUC who'll be supported by and work directly with the CU programme team. A hybrid model is proposed with 50 percent online learning delivered collaboratively by CU and WCUC. The remaining 50 percent is face-to-face learning delivered by WCUC staff. Simulation and skills-based activities are supported by the CU programme team and technology support staff at WCUC. The CU Aula digital learning platform supports students at WCUC.

There's evidence of regional collaboration with AEIs who access practice learning environments across the Salisbury NHS Foundation Trust. Processes are in place to ensure that CU, WCUC and the PLP monitor and action any practice learning concerns raised by student concerns and by system regulator reports.

Student progression and assessment is recorded and evidenced in the CU practice assessment document (PAD) and the ongoing achievement record

(OAR). There's evidence of a collaborative approach to ensure WCUC staff are prepared to use the PAD and the OAR. Partnership meetings between WCUC, CU and the PLP are in place to ensure there's a consistent and equitable approach to delivery of the NA programme at WBUC.

There's evidence of strategic and operational stakeholder consultation that confirms CU, WCUC, the PLP, students and people who use services and carers (PUSCs) support the current and future investment in the learning facilities and the resources to deliver the NA programme at WCUC. Programme documentation and the visit confirm a commitment to PUSC involvement across the programme at WCUC.

This visit is undertaken face to face.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as a condition is applied.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) is met at programme level.

The programme is recommended for approval subject to one NMC condition.

Updated 8 February 2024:

CU provide evidence to meet the NMC condition.

The condition is met.

The programme is recommended to the NMC for approval.

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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R1.10, R1.11, R2.6; Standards for pre-registration NA programmes (SPNAP) (NMC 2018, updated 2023) R2.1)</p>
<p>Date condition(s) to be met:</p>	<p>8 February 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified.</p>
<p>Focused areas for future monitoring:</p>	<p>Facilities and staffing resources to support delivery of the programme at WCUC.</p> <p>Monitor the application of CU EDI strategy at programme level.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
CU present evidence of student population and diversity data and CU's access and participation plan that details how CU collect EDI data and address identified attainment gaps. Condition one is met.	
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:	8 February 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration nursing associate programmes (NMC 2018, updated 2023) Standards of proficiency for nursing associates (NMC, 2018) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of service, 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, people who use services, students and any other stakeholders.

Documentary evidence and the visits to WCUC and the PLP learning environment confirm that there's effective partnership working with all stakeholders including PLP operational and strategic staff, students and PUSCs. Documentary evidence details and stakeholders tell us about their involvement in the consultation and co-production of the programme delivery at WCUC. There's confirmation of attendance at regular stakeholder meetings that discuss programme content, recruitment of students and delivery.

The programme team, senior WCUC managers and PLP representatives tell us that delivery at WCUC is in response to local workforce demand. Senior WCUC managers tell us that being able to offer an NA programme increases career opportunities for students undertaking FE programmes at WCUC and for local potential students to access the programme.

WCUC have an established higher education (HE) centre. Senior WCUC managers confirm that established partnership agreements are in place with CU to support programme delivery. Documentary evidence and the visit confirm that established support systems are in place to support HE students at WCUC. Effective systems are in place to monitor and evaluate the delivery of an NMC approved programme at WCUC.

Funding secured by WCUC has enabled the development of a simulation suite, teaching facilities and appropriate teaching equipment. The programme team, WCUC and the PLP demonstrate a commitment to establish a locally based training facility for NAs. Senior PLP representatives emphasise the importance of providing a local base for healthcare programmes that will support the development of a local skilled and sustainable healthcare workforce. There's documentary evidence that the WCUC programme team deliver NA programme specific practice supervisor and practice assessor preparation. A training package is in place to ensure appropriate academic assessor preparation for WCUC staff. Staff tell us that they'll shadow teaching, learning and assessment activities at CU. There's a collaborative CU, WCUC and PLP NA practice quality group in place that ensures ongoing review and monitoring of the quality of theory and practice learning.

Practice supervisors and practice assessors we meet at the PLP practice learning environment visit confirm they're aware of their responsibilities and support the local delivery of the programme. Practice learning environments are educationally audited. An online practice assessment record and evaluation system is used across the trust to record and monitor the number of practice supervisors and practice assessors in practice learning environments. There's evidence of effective communication between CU, WCUC and the PLP. The established link lecturer

process includes the ongoing management and development of practice learning environments that support future NA students.

Documentary evidence supports CU's commitment to PUSC involvement in healthcare education. PUSC representatives tell us that they're supported and that they feel valued when they participate in CU meetings and activities. They tell us that they are consulted about and contribute to the design and delivery of the NA programme. They tell us they're involved as equal partners in the recruitment and selection processes. They support the design of interview questions and ask questions at group interviews. Documentation confirms and PUSCs tell us that they undertake EDI training before engaging in recruitment activities and are updated yearly. The programme team and WCUC staff tell us a local PUSC group is being established to contribute to and support the co-production, development, delivery, assessment and evaluation of the programme at WCUC.

CU NA students tell us that they have a number of opportunities to share their views and feedback through staff student liaison committees at faculty and school levels. They tell us that they provide feedback on modules and on practice learning experiences using the online practice assessment record and evaluation system. Student evaluations are reviewed by academic and practice staff. Documentary evidence and students tell us that they've opportunities to learn from a range of people in practice learning environments, including PUSCs, and through inter-professional learning.

Students from WCUC tell us about the pastoral and academic support from personal tutors and student support services. Documentary evidence confirms and students from CU and WCUC tell us that processes are in place for raising and escalating concerns. They tell us that they can raise concerns using a personal tutor system and student support services. CU students tell us they know how to raise any concerns about practice learning and tell us they do this using the link tutor system. Documentary evidence confirms that this system is adopted at WCUC. Students from both sites confirm that they're fully aware of the proposal to deliver the NA programme at WCUC.

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

MET NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post Event Review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice
 - R1.1.2 demonstrate values in accordance with the Code
 - R1.1.3 have capability to learn behaviours in accordance with the Code
 - R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
 - R1.1.5 can demonstrate proficiency in English language
 - R1.1.6 have capability in literacy to meet programme outcomes
 - R1.1.7 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure 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, R2.9, R2.11

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. People who use services and practitioners are involved in selection processes. (R1.1.1 – R1.1.7)
YES NO
- 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. (R1.2)
YES NO
- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES NO
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

N/A

Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates*.
- R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings
- R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes
- R2.6 ensure that the programme hours and programme length are:
 - 2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,
 - 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes
 - 2.6.3 consonant with the award of a foundation degree (typically 2 years)
- R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.9 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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

YES

NO

R2.1 is not met. The programme team couldn't provide evidence of how student population and diversity data is monitored and supported to identify and address any attainment gaps. They tell us that they've commenced the development of a report and action plan to ensure they're able to meet this requirement. (Condition one)

- 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 programme learning outcomes meet the *Standards of proficiency for nursing associates*. (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. Unchanged through this modification

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. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET **NOT MET**

R2.7 is met. Unchanged through this modification.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.8)

MET **NOT MET**

R2.8 is met. Documentary evidence and the programme team confirm that technology and simulation opportunities are considered as an integral part of the learning and teaching strategy for the programme delivery at WCUC. They tell us that simulation opportunities utilise a mix of high and low fidelity equipment and will incorporate the skills required to ensure simulation is used effectively and proportionately. The addition of a high-fidelity simulation suite at WCUC will further support the simulation opportunities for WCUC NA students.

We meet technical staff employed at WCUC responsible for supporting students on FE and HE programmes with simulation activities. Technology and programme team staff are trained in the use of simulation equipment and are in place to support students and new staff members.

The CU Aula digital learning platform supports students at WCUC to access online educational resources, activities and assessments. CU and WCUC students and the PLP tell us that technology enhanced learning resources are available in practice learning environments, and at CU and WCUC.

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. (R2.9)

YES **NO** **N/A**

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

YES NO

There's no evidence of how student population and diversity data is monitored and supported to identify and address any attainment gaps. (Condition one)

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's no evidence of how student population and diversity data is monitored and supported to identify and address any attainment gaps.

Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R1.10, R1.11, R2.6; SPNAP R2.1)

Date: 11 January 2024

Post event review

Identify how the condition(s) is met:

Condition one: Programme student population and diversity data and an access and participation plan confirms how CU collect EDI data and address identified attainment gaps.

Condition one is met.

Evidence:

Access and participation plan, 2020-2025

NA programme EDI information, spreadsheet, 2023-2024

Date condition(s) met: 8 February 2024

Revised outcome after condition(s) met:

MET NOT MET

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and

effective care, to a diverse range of people, across the lifespan and in a variety of settings

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

R3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.4.2 Option B: nursing associate students, via work-placed learning routes:

R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study

R3.4.2.2 are 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, and

R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the visit confirms that partnership processes are in place to ensure that NA students can develop the skills to deliver safe and effective care. The programme team tell us about the hub and spoke practice learning model that's supported by the PLP. There are suitably prepared practice supervisors and practice assessors in practice learning environments to support practice learning and assessment. Systems and processes are in place to

assure that practice learning opportunities allow students to develop and meet the Standards of proficiency for NAs (SPNA), (NMC, 2028) to deliver safe and effective care, to a diverse range of people, across lifespan and in a variety of settings.

Students and PLP representatives we meet at the practice visit tell us that students are supported in practice to identify suitable learning opportunities that ensure they deliver safe and effective care to a diverse range of people. There is evidence of how the programme ensures that 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. Documentary evidence and the visit confirm that there's CU and PLP support for the hub and spoke practice learning opportunities that ensure students experience the variety of practice learning experiences to meet the holistic needs of people of all ages. The PLP, CU and WCUC confirm a partnership approach that assures the appropriate processes are in place to monitor and evaluate these practice learning experiences.

- 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. (R3.3)

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

- 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. (R3.4)

MET **NOT MET**

R3.3 is met. Documentary evidence and the practice visit confirm that processes are in place to assure the supernumerary status of students at WCUC. There's assurance that the PLP works collaboratively with CU and WCUC to ensure appropriate practice learning opportunities that monitor the supernumerary status of students in practice learning environments.

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: 11 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 4: Supervision and assessment

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

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

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

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

R4.4 provide students with constructive 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:

R2.12; 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

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. Documentary evidence and the visit confirm that there's a collaborative NA practice quality group who regularly review programme content, processes and the delivery of theory and practice learning. CU students confirm the accessibility of the CU and PLP support mechanisms in practice learning environments. They tell us that they can access link tutors, the programme lead, directors of practice, academic assessors, local practice education facilitators, practice supervisors and practice assessors. The link tutor is the identified nominated person in practice who monitors appropriate supervision, learning and assessment. There's assurance that these processes are in place to support students at WCUC.

- 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 the visit confirm that there's processes in place to ensure that practice supervisors and practice assessors are prepared to support WCUC NA students and to use the NA PAD and OAR. The CU and WCUC programme teams tell us that the WCUC programme team provide practice supervisor, practice assessor and academic assessor preparation that's facilitated by the CU programme team. WCUC academic assessors shadow the CU programme team to ensure a supportive period of preceptorship.

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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET NOT MET

R4.4 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7)

YES NO

<p>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)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<ul style="list-style-type: none"> 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 <i>Standards of proficiency for nursing associates</i>. (R4.9) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 11 January 2024</p>	
Post event review	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <p>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</p> <p>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</p>

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.

Standards framework for nursing and midwifery education specifically R2.12, R2.21

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)
YES NO
- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)
YES NO

Fall Back Award

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

YES NO N/A

There's no fall back exit award with registration as a NA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 11 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

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, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme. (Gateway 2)	<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, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) 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 placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The modification doesn't include the CU NA apprenticeship programme route.		
List additional documentation:		
Post visit documentation:		
Access and participation plan, 2020-2025 NA programme EDI information, spreadsheet, 2023-2024		
Additional comments: None identified.		

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" 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: Students in practice areas One, local AEI year two, direct entry apprenticeship Students at the event One, CU year two, direct entry apprenticeship One, CU alumni. direct entry apprenticeship One, WCUC year one, health and social care One, WCUC year two, health and social care		

People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation The modification doesn't include the CU NA apprenticeship programme route.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If practice learning environments are visited, state where visited/findings: The PLP visit includes medical ward, surgical ward, children's ward. We met with the deputy chief nurse, the deputy chief people officer, the lead practice educator and two practice educators. All confirm support for the proposed NA programme. The WCUC visit includes a tour of virtual learning suite, the site for the new simulation suite and library resources. We met with WCUC representatives including the principal and chief executive officer, the executive director, the vice principal for skills and student experience, the head of the faculty health and life sciences and the course director. There's assurance that there's appropriate resources in place to support the proposed NA programme.		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Birmingham Women's and Children's NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 3 March 2023 Coventry and Warwickshire Partnership NHS Trust, Brooklands, CQC inspection report, 17 April 2014 Coventry and Warwickshire Partnership NHS Trust, CQC inspection report, 21 December 2018 Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019		
If you stated no to any of the above, please provide the reason and mitigation:		
Additional comments:		

None identified.

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Lesley Saunders	Date:	11 January 2024
Checked by:	Bernadette Martin	Date:	26 January 2024
Submitted by:	Amy Young	Date:	15 March 2024
Approved by:	Natasha Thompson	Date:	18 March 2024