

Programme Major Modification report

Section one

Programme provider name:	Teesside University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	County Durham and Darlington NHS Foundation Trust Newcastle upon Tyne Hospitals NHS Foundation Trust North Tees and Hartlepool NHS Foundation Trust Northumberland CCG Northumberland, Tyne and Wear NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust South Tees CCG South Tees Hospitals NHS Foundation Trust South Tyneside CCG Sunderland CCG Tees Esk and Wear Valley NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
Title of current programme:	FdSc Nursing Associate
Title of modified programme if changed:	N/A
Academic level of current programme:	
Pre-registration nursing associate	England <input type="checkbox"/> Level 5
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5
Academic level of modified programme if changed:	

Pre-registration nursing associate	England <input type="checkbox"/> Level 5	
Nursing associate apprenticeship	England <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> N/A	
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>7 December 2020</td> </tr> </table>	7 December 2020
7 December 2020		
Date of approval:	1 September 2020	
Type of Modification:	Visit	
QA visitor(s):	Registrant Visitor: Pepsi Takawira	

Section two

Summary of review and findings

Teesside University (TU) school of health and social care presented documentation for the major modification of an approved foundation degree science (FdSc) apprenticeship nursing associate two-year programme for delivery at BMI Stockport campus. The programme was originally approved on 21 August 2019.

Programme documentation details curriculum content, modes of delivery and practice learning experiences that are designed to enable students to meet the Standards for pre-registration nursing associate programmes (SPRNAP) (NMC, 2018), Standards of proficiency for nursing associate programmes (NMC, 2018), and the Standards for student supervision and assessment (SSSA) (NMC, 2018). TU is committed to partnership working with stakeholders in the co-production, co-delivery, and evaluation of the programme at strategic and operational levels.

This major modification was undertaken via remote means due to COVID-19.

A virtual tour of the BMI Stockport satellite site, including discussion with the programme team about proposed resources and facilities during the modification visit, provides assurance that there'll be parity of experience for students studying at the two campuses.

The programme at BMI Stockport will recruit one cohort each year; this intake follows the delivery structure of the existing FdSc nursing associate programme. Minimum cohort size for BMI delivery is 10 students, and the anticipated cohort size is 12-20 students per a cohort.

The programme has been modified in partnership with the following employer partners: BMI Duchy Hospital, BMI Goring Hall Hospital, BMI Three Shires Hospital and BMI London Independent.

BMI employers have experience in supporting nursing associate students via an apprenticeship route.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The SSSA (NMC, 2018) are met at programme level.

The SPRNAP (NMC, 2018) are not met as one condition applies.

The programme is recommended to the NMC for major modification subject to one condition.

Updated 29 September 2020:

Evidence was provided to confirm that the changes required to meet the one condition have been made. The condition is now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<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>Condition one: Provide evidence to demonstrate that students experience the variety of practice learning expected of nursing associates to meet the holistic needs of to a diverse range of people of all age in a variety of settings. (SPRNAP R3.1, R3.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>

Date condition(s) to be met:	29 September 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>The programme team provided documentary evidence to demonstrate that students will experience the variety of practice learning expected of nursing associates to meet the holistic needs of to a diverse range of people of all age in a variety of settings. Condition one is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Removal of December as the regular intake month.
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:	29 September 2020

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 (NMC, 2015 updated 2018)

NMC Programme standards

[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.

Documentary evidence and the approval process demonstrate collaboration and co-production by TU with service users, students, and employer practice learning partners (PLPs) in the development of the programme and apprenticeship route. Partnership agreements between TU and BMI employers' organisations demonstrate collaboration at strategic and operational levels. Governance systems are in place to ensure compliance with the legal, regulatory, education and professional requirements. There are established communication processes between TU and BMI employer PLPs. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing associate programme are established through monthly regional nursing associate implementation group meetings. Partnership meetings and practice placement facilitator group meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences.

Documentary analysis and discussion at the major modification visit provide evidence of shared responsibility for theory and practice learning, supervision, and assessment with BMI employer partners. Partnership working is robust and effective at strategic levels for the delivery of the nursing associate programme. Lines of communication and accountability for development, delivery, quality assurance and evaluation of the programme is established as part of these partnership arrangements.

Representatives from the service user and carer group confirm their involvement in the development, recruitment, delivery, and evaluation of the programme. They tell us they feel students value their perspectives on care and feel well-supported by the programme team. There's evidence that achievable plans are in place to replicate the TU model of service user and carer engagement at the new Stockport campus in partnership with BMI. PLP staff from BMI confirm their commitment to the proposed approach. Students confirm the involvement of service users during programme delivery.

Students are positive about support provided for theory and practice learning in the current apprenticeship pre-registration nursing associate programme. They confirm responsiveness of the programme team. Learning resources are effective, including academic, pastoral and practice support and for students with additional learning needs. BMI PLPs confirm their mechanism to ensure that nursing associate students have protected learning during placements.

Documentary evidence shows there are systems and processes to develop and support practice supervisors, practice assessors and academic assessors to ensure coordination of learning and effective assessment of learning in practice.

A virtual tour of the BMI campus demonstrates that there's suitable academic teaching and simulation facilities ready for the first planned nursing associate cohort in December 2020. We're assured from discussions with the programme team that students will have access to library and student support facilities comparable to those accessed by students at the AEI's main campus. BMI nursing associate apprentices currently studying with TU confirm excellent support provided by the programme team, including detailed feedback and management of reasonable adjustments. We found that students can feedback through formal evaluations and directly to the programme team and BMI PLPs.

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](#)

MET **NOT MET**

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

MET **NOT MET**

Date: 1 September 2020

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 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

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)
 YES NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
 YES NO

- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES **NO**

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)
YES **NO**

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

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

R1.5 is met. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

- 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) and practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)
MET **NOT MET**

R1.6 is met. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met
YES **NO**

Outcome

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

Date: 1 September 2020

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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
	N/A

Standard 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that all programme learning outcomes reflect the <i>Standards of proficiency for nursing associates</i>.</p> <p>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</p> <p>R2.5 set out the general and professional content necessary to meet the <i>Standards of proficiency for nursing associates</i> and programme outcomes</p> <p>R2.6 ensure that the programme hours and programme length are:</p> <p>R2.6.1 sufficient to allow the students to be able to meet the <i>Standards of proficiency for nursing associates</i>,</p> <p>R2.6.2 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)</p> <p>R2.6.3 consonant with the award of a foundation degree (typically 2 years)</p> <p>R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and</p> <p>R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.</p> <p><i>Standards framework for nursing and midwifery education</i> specifically: R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.</p> <p><i>Standards for student supervision and assessment</i> specifically: R1.2, R1.3, R1.7, R1.10, R1.11</p>

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping has been undertaken to show how the curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.3)
YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)
MET NOT MET

R2.4 is met. The approved nursing associate programme provides confirmation that module outcomes require students to demonstrate learning across the lifespan. Programme documents outline the theoretical content related to a non-field specific nursing associate programme; this is delivered by practitioners from the four fields of nursing. There's evidence of how simulation will be integrated into theoretic modules throughout the programme to enable students to experience learning across a range of settings. Documentary evidence articulates how service user and carer involvement is embedded across academic curriculum delivery and assessment.

PLPs tell us they have robust systems in place to plan and manage placement capacity and have enough scope to offer students a range of placements to meet the programme requirements. The programme team tell us that they have oversight of student placement allocation and monitor the student clinical practice journey to ensure breadth and depth.

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. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

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

MET NOT MET

R2.7 is met. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

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

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 1 September 2020		
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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for nursing associates</i> to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings</p> <p>R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages</p> <p>R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>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</p> <p>R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:</p> <p>R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>R3.5.2 Option B: nursing associate students who are on work-placed learning routes:</p> <p>R3.5.2.1 are released for at least 20 percent of the programme for academic study</p> <p>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</p> <p>R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.</p> <p><i>Standards framework for nursing and midwifery education</i> 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</p>

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 not met. We aren't assured that there are sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for nursing associates (NMC, 2018) to deliver safe and effective care. PLPs tell us that there are reciprocal arrangements with other PLPs to ensure students experience working with a diverse range of people, across the lifespan and in a variety of settings, however we've not had evidence to confirm this arrangement. (Condition one)

TU fitness to practice (FtP) regulations outline procedures for managing student FtP concerns to ensure safe and effective delivery of care. The policy applies to all students and information is shared between PLPs and the AEI should a student give cause for concern in their workplace. Students tell us the process for raising concerns is made clear to them. There's effective communication between the AEI and PLPs regarding FtP processes when students are in the role of student or employee.

- 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 not met. We aren't assured that the BMI provision has scope and capacity to offer students breadth and depth in their practice placements. There's no evidence of reciprocal arrangements in place with other PLPs to enable nursing associate students to experience a variety of practice settings. (Condition one)

Documentation and the major modification process confirm the process in place for assessing monitoring and evaluating practice experiences. There are opportunities for students to reflect on practice learning experiences. At the end of each practice placement students complete an evaluation. Reports from

evaluations are sent to programme leads and academic placement coordinators. Feedback is provided to PLPs and action plans developed if required. All practice learning placements undergo a biennial educational audit to monitor their suitability and support, and development of the learning environment.

- 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. Documentation from the approved nursing associate apprenticeship programme confirms that there are plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum. Virtual tour of the Stockport campus confirms that there're simulation facilities to enable nursing associate students to have parity of experience to those students studying at the main TU campus.

- 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. Documentation from the approved nursing associate apprenticeship programme confirms that are processes in place for managing reasonable adjustments. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

- 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. Students will undertake option B which is work based learning. BMI employer PLPs confirm the process for releasing students for 20 percent of programme hours to undertake academic study. BMI employer PLPs have a process for releasing students for 20 percent of the programme hours to undertake

practice learning in external practice learning placements. The programme team and PLPs confirm reciprocal practice learning arrangements with other practice areas. For external practice placement learning students are supernumerary. PLPs encourage students to take every learning opportunity when they're in their home base and record this protected learning time in the PAD. Programme hours are reviewed at tripartite meetings and the European working time directive isn't exceeded. Students confirm they've lots of opportunities for protected learning time and this is actively encouraged by all staff. PLPs are committed to ensuring learning time is protected and a priority.

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

There's no evidence that students will have the opportunity to experience working with a diverse range of people, across the lifespan and in a variety of settings.

Condition one: Provide evidence to demonstrate that students experience the variety of practice learning expected of nursing associates to meet the holistic needs of a diverse range of people of all age in a variety of settings. (SPRNAP R3.1, R3.2)

Date: 1 September 2020

Post event review

Identify how the condition(s) is met:

Condition one: The programme team submitted documentary evidence of reciprocal practice partnership agreements to enable nursing associate students to experience the variety of practice learning expected of nursing associates. The documentation provides assurance that nursing associate students will receive the breadth of practice learning required. Condition one is met.

Evidence:

Black Country QA wave three review, 17 October 2019

BMI Cygnet reciprocal arrangements letter, 21 September 2020

Trainee nursing associate placement mapping, undated

Date condition(s) met 29 September 2020

Revised outcome after condition(s) met:

MET NOT MET

Condition one is now met.
SPRNAP R3.1 and R3.2 are now met.

Standard 4: Supervision and assessment

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent
- R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate
- R4.8 ensure that there is equal weighting in the assessment of theory and practice, and
- R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates*.

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation from the approved nursing associate apprenticeship programme confirms the processes for monitoring how the supervision, support, learning and assessment complies with the NMC SFNME. There're policies in place supporting quality assurance of the programme.

Employer partners and PLPs tell us that they employ dedicated staff to support nursing associate students. Students confirm that they're supported in their roles and that PLPs are taking steps to raise awareness of the nursing associate scope of practice.

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

MET **NOT MET**

R4.2 is met. The approved nursing associate programme documentation and major modification visit for the nursing associate apprenticeship confirm that preparations for full compliance with SSSA are in place.

BMI apprentice employers and PLPs tell us that SSSA is currently being rolled out across the BMI hospitals that will be having students, they confirm that all students are placed with a trained practice supervisor and are allocated a practice assessor. The programme team provided assurance that students will be allocated an academic assessor for each part of the programme.

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

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

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

YES **NO**

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

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

MET **NOT MET**

R4.4 is met. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

- 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. This requirement is unchanged from the original approval of the nursing associate programme on 21 August 2019.

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: 1 September 2020

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 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.

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

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 is no exit award that confers NMC registration.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 1 September 2020

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) (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) 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) (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, including a signed agreement for protected learning time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation:		
Post approval visit documentary evidence to meet conditions: Black Country QA wave 3 review, 17 October 2019 BMI Cygnet reciprocal arrangements letter, 21 September 2020 Trainee nursing associate placement mapping, undated		
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 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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<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 year one nursing associate students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
Higher education/further education college senior managers aren't relevant to the major modification.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission (CQC) report for Bracken Ridge Manor (mental health unit), 11 October 2019 CQC report for Cygnet Appletree (Long stay/rehabilitation mental health unit), 18 October 2019 CQC report for Cygnet Newbus Grange (Learning disabilities and/or autism unit), 9 December 2019 CQC report for Cygnet Whorlton Hall (Learning disabilities and/or autism unit), 25 September 2019 CQC report for Tees, Esk and Wear Valleys NHS Foundation Trust, 3 March 2020		
If you stated no to any of the above, please provide the reason and mitigation: Visits to practice learning environments aren't relevant for this modification.		
Additional comments: A virtual tour of the BMI Stockport satellite site, including discussion with the programme team about proposed resources and facilities during the modification visit, provides assurance that there'll be parity of experience for students studying at the two campuses.		

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Issue record			
Final Report			
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Checked by:	Pamela Page	Date:	6 October 2020
Approved by:	Lucy Percival	Date:	14 October 2020
Submitted by:	Leeann Greer	Date:	16 October 2020