Programme Major Modification report

Section one

Programme provider name:	University of the West of England
Programme reviewed: *This is the NMC programme title(s)*	Pre-registration nursing associate ☒ Nursing associate apprenticeship ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	FdSc Nursing Associate (apprenticeship)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	FdSc Nursing Associate (UCS)
Academic level of current programme:	
Pre-registration nursing associate	England ☐ Level 5 ☒ N/A
Nursing associate apprenticeship	England ☒ Level 5 ☐ N/A

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Academic levels of modified/additional programme(s)/route(s):	
Pre-registration nursing associate	England ☒ Level 5 ☐ N/A
Nursing associate apprenticeship	England ☐ Level 5 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	27 September 2019
Date(s) of NMC approval of any modifications since last approval:	1 December 2020 23 June 2021
Programme start dates:	
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	12 September 2023
Date of modification:	13 June 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Louise Winfield

Summary of review and findings
The University of the West of England, Bristol (UWE) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). UWE department of nursing and midwifery is seeking a modification of their pre-registration nursing associate (NA) programme originally approved on 27 September 2019 with a single apprenticeship route. The programme was modified from 1 December 2020 to deliver the apprenticeship route at University Centre Weston (UCW) as a satellite site. A further modification, approved by the NMC from 23 June 2021, added University Centre Somerset (UCS) as a satellite site for delivery of the NA apprenticeship route.

The modification is to add a foundation degree in science (FdSc) NA direct entry route to the NA apprenticeship route that UWE already deliver at UCS. There are no changes proposed to the approved NA programme as part of this modification other than to remove apprenticeship specific aspects such as the requirement for tripartite meetings.

There's a strong rationale for the new route into NA practice across the integrated care system. Somerset have a joined-up approach to health education needs of the community and work together on workforce planning bringing education in on all discussions. This joined-up approach permeated across the programme team, employer partners (EPs) and practice learning partners (PLPs).

Programme documentation shows there's effective partnership arrangements for maintaining the learning environment and supporting students, practice supervisors and practice assessors. There's evidence of shared responsibility for theory and practice learning, supervision and assessment.

The widening participation agenda at UCS is making a difference to the community. Both students and PLPs confirm access to education locally has made a difference. The programme team are aware of the challenges of widening participation and support services are in place to mitigate. The students comment on library support being of good quality and that this has really helped them. UCS have good retention figures on their programmes.

The visit is undertaken by remote means.

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

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

The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.

Focused areas for future monitoring:	None identified.

<table>
<tr><td colspan="2">Programme is recommended for approval subject to specific conditions being met</td></tr>
<tr><td colspan="2">Commentary post review of evidence against conditions

N/A</td></tr>
<tr><td>AEI Observations</td><td>Observations have been made by the education institution   YES ☒   NO ☐</td></tr>
<tr><td>Summary of observations made, if applicable</td><td>Confirmation that it's the NA apprenticeship route that's delivered at UCW and this modification adds a direct entry route to the apprenticeship route currently delivered at UCS.
Request to amend the programme start date.
Amendments made to report as indicated.</td></tr>
<tr><td>Final recommendation made to NMC:</td><td>Programme is recommended to the NMC for approval ☐

Recommended to refuse approval of the programme ☐</td></tr>
<tr><td>Date condition(s) met:</td><td></td></tr>
</table>

Section three

<table>
<tr><td colspan="1">NMC Programme standards</td></tr>
<tr><td>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)
Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)
QA Handbook (NMC, 2022)</td></tr>
</table>

<table>
<tr><td>Partnerships</td></tr>
</table>

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

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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 <u>evaluative summary</u> 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 modification process demonstrate effective collaboration with students, PLPs and EPs in the development of this programme for delivery at UCS. Evidence of partnership working with EPs, PLPs and students is provided and is confirmed through discussion with stakeholders present at the visit.

Programme documentation shows there's effective partnership arrangements for maintaining the learning environment and supporting students, practice supervisors and practice assessors. Documentation and triangulation at the visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment. PLPs tell us of regular communication with UCS and UWE regarding any issues that arise and a mutual respect of roles and responsibilities. Students discuss issues they've raised in practice and confirm they're dealt with quickly by PLPs and UCS staff.

The programme team and students confirm people who use services and carers (PUSCs) input into the programme. Students highlight the value of PUSCs coming in and talking to them about their experience of accessing healthcare services and the impact it has on them as individuals.

Documentary evidence confirms that academic staff from UWE work in partnership with UCS staff to develop, plan and deliver the NA programme. There are shared policies and UWE module leads mentor UCS staff. UCS staff have access to UWE staff development opportunities. The programme teams at UWE and UCS support each other and cover for sickness and absence. The relationship between UWE and UCS is mutually beneficial for the student experience as the teams work closely together.

Monthly community of practice meetings include representatives from UCS, UWE, Health Education England, PLPs and EPs. The purpose of these meetings is to discuss student feedback, individual student progress and concerns as well as placement planning, sharing of best practice and planning future cohorts. At the modification visit EPs and PLPs talk about these meetings and the value of them in relation to the programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

<div align="right">

MET ☒   **NOT MET** ☐

</div>

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 ☐

Post Event Review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

Student journey through the programme
Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 demonstrate values in accordance with the Code
R1.1.2 have capability to learn behaviours in accordance with the Code
R1.1.3 have capability to develop numeracy skills required to meet programme outcomes
R1.1.4 can demonstrate proficiency in English language
R1.1.5 have capability in literacy to meet programme outcomes
R1.1.6 have capability for digital and technological literacy to meet programme outcomes
R1.2 ensure students' heath 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.

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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** ☐

- Ensure students' heath 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 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. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

  YES ☒   **NO** ☐

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- 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 <u>evaluative summary</u> 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. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

  MET ☒　　**NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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: 13 June 2023		
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 2: Curriculum

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

R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates.*

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

	YES ☒	NO ☐

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

	YES ☒	NO ☐

- Mapping has been undertaken to show how the programme learning outcomes meet the *Standards of proficiency for nursing associates*. (R2.3)

	YES ☒	NO ☐

Provide an <u>evaluative summary</u> 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 <u>evaluative summary</u> 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 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. Unchanged through this modification.

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 ☒   NOT MET ☐   **Date:** 13 June 2023
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 3: Practice learning

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

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

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

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

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

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

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:
R1.1, R1.3, R1.5; R2.9, R2.14; 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 <u>evaluative summary</u> 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. Unchanged through this modification.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

MET ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities to support learning and assessment. (R3.3)

MET ☒   **NOT MET** ☐

R3.3 is met. Programme documentation and the modification visit confirms that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. UCS has a simulation centre that has been purpose built for healthcare students. The centre consists of a ward and observation room and bays with hi-fidelity mannikins.

Technology enhanced learning is largely supported using Moodle, UWEs virtual learning environment. This is used to support and strengthen learning and teaching.

The programme team confirm that simulation-based learning opportunities support learning and assessment of both theory and practice. This is used to prepare students for practice by developing their clinical skills. The programme team say they use clinical skills teaching and technology to support assessment of theory and practice through systems such as safeMedicate, pebblepad and clinical skills.net. The programme team confirm this learning has parity with that delivered at UWE. UCS has invested in the same platforms as UWE and share module resources. Module teams work across UWE and UCS.

- 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. 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.

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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. Unchanged through this modification.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	YES ☒	NO ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	YES ☒	NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 13 June 2023

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*

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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 <u>evaluative summary</u> 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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nursing associate education.

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. 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** ☐

  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

<div align="right">

YES ☒   **NO** ☐

</div>

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met

<div align="right">

YES ☒   **NO** ☐

</div>

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 13 June 2023

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'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: 13 June 2023
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

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	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation/structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐

External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: The apprenticeship route isn't being considered as part of this modification.		
List additional documentation: None identified.		
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	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Bachelor of science (BSc) nursing adult year one x one BSc nursing mental health year one x one Trainee nursing associate year one apprenticeship x three Trainee nursing associate year two apprenticeship x two		
People who use services and carers	☐	☒
If you stated no to any of the above, please provide the reason and mitigation The apprenticeship route isn't being considered as part of this modification. As no curriculum changes are proposed and UCS isn't a new satellite site, meeting with PUSCs isn't required as part of this 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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Royal Cornwall Hospitals NHS Trust, Care Quality Commission (CQC) inspection report, 26 February 2020 University Hospitals Bristol and Weston NHS Foundation Trust, CQC inspection report, 12 October 2022 University Hospitals Plymouth NHS Trust, CQC inspection report, 19 January 2022		
If you stated no to any of the above, please provide the reason and mitigation: UWE is an approved AEI and UCS is an approved satellite site. There's no requirement to visit resources as part of this modification.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Louise Winfield	Date:	15 June 2023
Checked by:	Ian Felstead-Watts	Date:	23 June 2023
Submitted by:	Mubaraq Sanusi	Date:	31 July 2023
Approved by:	Natasha Thompson	Date:	31 July 2023