

Programme Major Modification report

Section one

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

	<input checked="" type="checkbox"/> N/A		
Nursing Associate Apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	17 June 2019		
Date(s) of NMC approval of any modifications since last approval:	6 September 2019		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"><tr><td></td></tr><tr><td>9 September 2024</td></tr></table>		9 September 2024
9 September 2024			
Date of modification:	2 May 2024		
Type of modification:	Visit		
QA visitor(s):	Registrant Visitor Elizabeth Mason		

Section two

Summary of review and findings

The University of Worcester (UoW) is an experienced Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoW three counties school of nursing and midwifery (the school) is seeking to modify their foundation degree in science (FdSc) nursing associate (NA) programme in approval since 17 June 2019. Original approval was for a single direct entry route.

The school is seeking approval of a modification to the FdSc NA apprenticeship route, in approval since 6 September 2019.

The UoW propose delivery of the NA apprenticeship route at a new satellite site at the Institute of Technology (IoT)/Health Improvement Development at Dudley College Campuses. The design and delivery of the programme hasn't changed and continues to be delivered as approved. The modification to the UoW's existing programme is considered against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the NMC Standards for pre-registration NA programmes (NMC 2018, updated 2023) and Standards of proficiency for NAs (NMC, 2018).

The UoW plan for the first cohort of NA apprenticeship students to commence at the IoT in September 2024 when teaching and clinical facilities are complete. Facilities replicate those provided for NA students at the UoW campus, thereby ensuring parity of student experience. The timetabling and provision of UoW academic staff to deliver theory, clinical skills and simulated practice learning (SPL) at the IoT are in place.

The modification process includes a visit to Dudley College and the IoT which is used as the interim satellite site to deliver the programme until a new Health Innovation Dudley (HID) premises is completed where the programme will ultimately be housed. Dudley College encompasses Dudley College of Technology (Broadway College), Black Country and Marches IoT and HID, the latter currently under construction. During the visit, we meet with Dudley College and UoW senior teams, the programme team, representatives from the Dudley Group NHS Foundation Trust and the Black Country Integrated Care Board employer partners (EPs). We also meet with practice supervisors, practice assessors, students and people who use services and carers (PUSCs).

HID is designed as a teaching centre for the delivery of further and higher education health programmes. Delivery of the NA apprenticeship programme is scheduled to commence at HID in September 2025, once building works are completed. The UoW's senior team confirm that plans are in place to continue to deliver theory-based learning at the IoT if there are any delays in completion.

The HID project aims to recruit mature students from the local area and is supported by the local authority who collaborated with a successful bid. Dudley College and the UoW partnership team tell us that social mobility in the area is enhanced through a range of vocational courses delivered by a local university, especially healthcare. During the visit, current UoW students explain how the new campus supports access to pre-registration nursing and NA education for mature students in the local area, thereby reducing travel time and costs. The senior team from Dudley College tell us that the provision of nurse education at the campus supports equal access to higher education and offers opportunities for local students who may not normally be able to access it.

Documentary evidence and the visit confirm the intention to appoint additional teaching staff to support delivery for the first year at the IoT/HID. A recruitment process is in place and staff work across the IoT/HID and the UoW campus to ensure parity of student experience. Documentary evidence and the visit confirm that arrangements are in place to provide personal academic tutors and academic assessors for students at the IoT/HID. There's administrative support at the IoT which includes a dedicated apprenticeship, recruitment and progression administrator. Students are managed and supported by the UoW through the apprenticeship office and nursing apprenticeship administrator.

Practice learning partners (PLPs) and EPs support delivery of an additional NA programme at the IoT/HID, and are involved in the development and planning for the new campus. EPs confirm the availability of practice placements, practice assessors and practice supervisors to support the additional student numbers. The allocation of practice placement learning areas is undertaken by the UoW placement support team in the same way as for all UoW nursing students.

No new EPs are proposed as part of this modification.

Documentary evidence and the visit confirm that strategic and operational meetings are embedded in governance strategies to monitor the quality of practice learning, student evaluations and any practice learning concerns. There's evidence of a partnership approach to address, monitor and manage any adverse reports, including Care Quality Commission (CQC) and other regulatory reports.

The UoW monitors equality, diversity and inclusion data to ensure the learning culture is compliant with equalities and human rights legislation. Documentary evidence demonstrates that the attainment gap is reduced and plans are in place to reduce it further, together with strategies to reduce attrition for non-white students. Learner analytics are in use to monitor student engagement and progress. The data is used to support students and direct them to additional study skills support if required. Students based at the IoT/HID campus have access to the same resources, and learner analytics are applied to identify specific trends and areas that need to be monitored and managed accordingly.

The modification visit is undertaken face to face.

Arrangements at programme level meet the SFNME.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The programme is recommended to the NMC for approval. One NMC recommendation is made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input 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>None identified.</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:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to provide a diagrammatic view of the governance groups that support the development and delivery of programmes at the Dudley campus. (SFNME 2.1)
Focused areas for future monitoring:	Ongoing co-production and numbers of PUSCs to support assessment, teaching and delivery of clinical skills and simulation at the Dudley campus.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration nursing associate programmes (NMC 2018, updated 2023) Standards of proficiency for nursing associates (NMC, 2018)

NMC Programme standards

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)
[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

- R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Programme documentation and findings from the visit provide evidence of partnership working between the school, PLPs, EPs, current students and PUSCs. At the visit, all stakeholders confirm an inclusive consultation process during development of the new campus building and facilities. PLPs and EPs tell us they support the development and implementation of the campus and additional students. They tell us they're involved in development of the resources and feel engaged at a strategic and operational level. To further enhance clarity, the programme team are advised to provide a diagrammatic view of the governance groups that support the development and delivery of programmes at the Dudley campus. (Recommendation one)

At the visit, EPs tell us the UoW is responsive to local workforce development and staff retention which has contributed to the need for the new campus. EPs tell us their contribution is valued and they work collaboratively with the UoW to support the recruitment of students and organise practice placement learning. Formal partnership agreements are in place for the NA programme with relevant EPs.

The UoW is part of the Midlands, Yorkshire and East practice learning group and adopt the NA practice assessment document and ongoing record of achievement. Documentary evidence demonstrates a longstanding approach to partnership in

practice learning which supports the implementation of the SSSA. The visit confirms the UoW, PLPs and EPs are working together to increase the number of practice supervisors and practice assessors within Dudley Group NHS Foundation Trust to support the additional student numbers at the new campus. The school has a practice liaison team who work with practice education teams to ensure that students have sufficient placement opportunities and to oversee placement capacity.

The evidence and findings from the visit also demonstrate formal partnership working arrangements through the UoW project steering group that reports directly to the executive board. This ensures that programme delivery plans, student support services and wider UoW services continue to meet the high standards expected of the university. Documentary evidence and the visit confirm that the provision at the IoT/HID complies with UoW quality and governance requirements, ensuring students have high quality learning experiences. Senior AEI staff have significant involvement in the project steering group to ensure it provides the facilities to deliver the NA programme effectively. The programme team tell us of the engagement with the Black Country Integrated Care Board and other AEIs who share practice learning placements in the Black Country in order to maintain a standardised approach for compliance with the SSSA.

There's evidence of a robust and detailed strategy together with effective partnership working with PLPs, EPs, students and PUSCs in the development of the satellite site at the IoT and the new HID. This includes the involvement of other key stakeholders, for example the placement team, director for apprenticeships and employer engagement, student union and representatives from library and technology learning and student support services.

Students at the visit tell us they know about the new development and are aware of the stakeholder engagement. They value the development of the campus facilities and tell us they'd choose to complete their studies at the IoT/HID as it's closer to home and facilitates the balance of other responsibilities for mature students.

Students tell us they receive feedback which is constructive, and reasonable adjustments are made where needed. They tell us that they can see the impact of their feedback in module learning where assessments and resources have been modified. The students are aware of the staff student liaison committee (SSLiC) and feel able to provide feedback through their student representative. The programme team confirm that students studying at the IoT/HID have representation on SSLiC and other relevant programme meetings.

The students we meet during the visit confirm PUSC involvement in their learning and the benefits this brings to their learning experience. Discussion with PUSCs demonstrates they're involved in the delivery of teaching and participate in student recruitment by contributing towards interview questions and by providing a video of

their experiences, which is used to develop discussion during interviews. The PUSCs we meet tell us of their involvement in teaching sessions and that they feel listened to, their contribution is valued and they'd like to participate in teaching at the new campus. The PUSC group co-ordinator tells us they're in the process of inducting and training two new members to support the programme at the IoT/HID.

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

MET ☒ **NOT MET** ☐

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

MET ☒ **NOT MET** ☐

Post Event Review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET ☐ **NOT MET** ☐

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

- R1.1.7 have capability for digital and technological literacy to meet programme outcomes
- R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.
- R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully.
- R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for nursing associates* and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and
- R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes.

[Standards framework for nursing and midwifery education](#) specifically: R2.6, R2.7, R2.8, R2.9, R2.11

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. People who use services and practitioners are involved in selection processes. (R1.1.1 – R1.1.7)

YES ☒ NO ☐

- Ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line

with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. (R1.2)

YES ☒ NO ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

YES ☒ NO ☐

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

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. 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 May 2024	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <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>2.6.1 sufficient to allow the students to be able to meet the <i>Standards of proficiency for nursing associates</i>,</p> <p>2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes</p> <p>2.6.3 consonant with the award of a foundation degree (typically 2 years)</p> <p>R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies</p> <p>R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and</p>

R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

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

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

R2.4 is met. Unchanged through this modification.

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)
YES ☒ NO ☐

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET ☒

NOT MET ☐

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at 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. (R2.9)

MET ☒

NOT MET ☐

R2.9 is met. Unchanged through this modification.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET ☒

NOT MET ☐

R2.10 is met. The visit confirms that students based at the IoT are able to access the same information technology systems as those provided to students studying at the UoW campus. The simulation facilities at the IoT are of the same standard as those provided at the UoW and students have access to the same learning resources as UoW students, including library resources where additional texts and online books are purchased to reflect the additional student numbers.

The UoW has mapped the timetable and facilities needed for delivery at the IoT in the interim period, and present evidence of adequate resources to support theory and SPL until the HID building is completed. The spaces available at the IoT include those currently used for health technology and engineering courses and include a simulated surgical theatre suite. The UoW has undertaken a timetabling exercise that demonstrates the IoT can facilitate three years of students undertaking SPL if the HID building is delayed beyond 2025.

The senior team confirm that UoW skills technicians support SPL in the same way as at the UoW campus. This includes students being supported by teaching staff who have undertaken practice supervisor preparation and aren't the student's current practice assessor or academic assessor. The programme team tell us there's inter-professional learning (IPL) opportunities for NA students at the IoT through shared learning activities with nursing and allied health students studying at the UoW main campus. Students studying at the IoT are supported with the provision of transport to attend IPL days based at the UoW main campus.

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

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.9)

YES ☐ NO ☐ N/A ☒

The programme leads to registration as a NA only.

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: 2 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings
- R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages
- R3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:
 - R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice
 - R3.4.2 Option B: nursing associate students, via work-placed learning routes:
 - R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study
 - R3.4.2.2 are released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
 - R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

MET ☒

NOT MET ☐

R3.1 is met. 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 are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.3)

MET ☒ **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.
Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.4)

MET ☒ **NOT MET** ☐

R3.4 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: 2 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET ☐

NOT MET ☐

N/A

Standard 4: Supervision and assessment

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

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

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

R4.1 is met. 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.

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

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

YES ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

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

MET ☒ **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the <i>Standards of proficiency for nursing associates</i>. (R4.9) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 2 May 2024</p> <p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

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 R2.12, R2.21

Findings against the standards and requirements

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

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

Fall Back Award

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

YES ☐ NO ☐ N/A ☒

There's no fall back exit award with NMC 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: 2 May 2024

Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: This modification only includes the apprenticeship route.		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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: Year three, FdSc NA apprenticeship student x one Year three, Bachelor of Science with Honours (BSc (Hons)) nursing (adult) registered nurse degree apprenticeship (full-time) students x two Year three, BSc (Hons) nursing (adult) students x two Year two, healthcare, Dudley College student x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>Gloucestershire Hospitals NHS Foundation Trust, CQC inspection report, 7 October 2022</p> <p>Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Royal Hospital, CQC inspection report, 10 November 2023</p> <p>The Dudley Group NHS Foundation Trust, CQC inspection report, 12 July 2019</p> <p>The Dudley Group NHS Foundation Trust, Russell's Hall Hospital, CQC inspection report, 22 November 2023</p> <p>University Hospitals Bristol and Weston NHS Foundation Trust, CQC inspection report, 12 October 2022</p> <p>Worcestershire Acute Hospitals NHS Trust, CQC inspection report, 6 April 2023</p> <p>Worcestershire Acute Hospitals NHS Trust, Worcestershire Royal Hospital, CQC inspection report, 29 November 2023</p> <p>Wye Valley NHS Trust, The County Hospital, CQC inspection report, 28 February 2024</p>		
<p>If you stated no to any of the above, please provide the reason and mitigation:</p> <p>The UoW is an established AEI and therefore visits to the practice learning environment aren't required.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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Issue record

Final Report

Author(s):	Elizabeth Mason	Date:	26 May 2024
Checked by:	Sarah Snow	Date:	4 June 2024
Submitted by:	Amy Young	Date:	3 July 2024
Approved by:	Natasha Thompson	Date:	4 July 2024