

Programme Major Modification report

Section one

Programme provider name:	University of Roehampton	
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate	<input checked="" type="checkbox"/>
	Nursing associate apprenticeship	<input type="checkbox"/>
AEI programme title(s):		
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	FdSc Nursing Associate 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>	FdSc Nursing Associate	
Academic level of current programme:		
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	
Academic levels of modified/additional programme(s)/route(s):		
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5	

	<input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	30 May 2022		
Date(s) of NMC approval of any modifications since last approval:	N/A		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>16 September 2024</td> </tr> <tr> <td> </td> </tr> </table>	16 September 2024	
16 September 2024			
Date of modification:	17 May 2024		
Type of modification:	Visit		
QA visitor(s):	Registrant Visitor: Lesley Saunders		

Section two

Summary of review and findings

The University of Roehampton (UoR) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoR already offer a two-year full-time foundation degree in science (FdSc) nursing associate (NA) apprenticeship programme approved by the NMC on 30 May 2022. The NA apprenticeship route is delivered at the UoR campus site and Croydon College site. There are two cohorts per year.

The UoR present a modification to deliver an NMC approved two-year full-time FdSc NA direct entry route. The proposed NA direct entry route has a cohort starting in September delivered from the Croydon College site and a cohort starting in March delivered from the UoR campus.

Programme documentation and the modification visit indicate support from stakeholders for the development of the FdSc NA direct entry route. This programme modification is in response to local workforce plans and offers an opportunity for prospective students who don't wish to enter into an apprenticeship arrangement with current employer partners (EPs).

Partnership agreements between EPs, practice learning partners (PLPs), the UoR and other regional AEIs are in place.

The NA direct entry route is full-time and delivered over two academic years. The programme plan follows the academic calendar and provides an overall total of 2400 hours, equally balanced between theory and practice learning.

Documentation and the modification visit confirm that most theoretical modules are co-delivered to students on the NA apprenticeship route and the NA direct entry route to support learning with and from learners from a diverse range of backgrounds and experiences. Two of the modules, 'care delivery one' and 'care delivery two' are delivered separately to allow an increase in contact hours for skills teaching and skills practice for NA direct entry students. This includes 37.5 hours per year of simulated practice learning (SPL).

Programme documentation provides equality, diversity and inclusion (EDI) data. Data provided is from the FdSc NA apprenticeship route. Achievement rates in minority ethnic populations are the same as in white populations. The recruitment, teaching and learning and assessment strategies are all designed to ensure a socially and culturally inclusive experience for students.

The modification visit is undertaken by remote means.

The programme is mapped to the Standards for pre-registration NA programmes (NMC 2018, updated 2023) and the Standards of proficiency for NAs (SPNA) (NMC, 2018).

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

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

The modification is recommended to the NMC for approval. One university 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>

	None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team is asked to continue to develop co-production with stakeholders. (University recommendation)
Focused areas for future monitoring:	Review available practice placement capacity for students on the FdSc NA direct entry route.

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) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023)

NMC Programme standards

[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 evidence from the modification visit confirm effective partnership working between the UoR and their PLPs, people who use services and carers (PUSCs) and students.

Programme documentation and the modification visit confirm that the proposed modifications to deliver the NA direct entry route are developed in collaboration with PLPs.

Documentation and evidence at the modification visit confirm that practice placement agreements and practice placement audits ensure the quality of practice learning experiences. The agreements commit PLPs to the provision of safe and supportive learning environments for students on the NA direct entry route.

Documentary evidence and discussion at the modification visit confirm there are processes in place to support practice supervisors and practice assessors in their roles to meet the SSSA. Oversight of preparation of the role of practice supervisors and practice assessors is a joint responsibility of the UoR and PLP leads. Practice supervisors and practice assessors present at the modification visit tell us they're supported by PLPs and the programme team to fulfil their roles, in addition to their professional responsibilities. The UoR has mechanisms in place to ensure practice supervisors and practice assessors have the appropriate support to complete practice assessment documentation in a timely fashion.

Documentary evidence and the modification visit supports the UoR's commitment to the involvement of PUSCs in healthcare education. The UoR have an

established monthly PUSC forum. PUSCs tell us they're consulted about and contribute to the design and the delivery of the NA programme. They tell us they're supported and they feel valued when they participate in UoR meetings and activities. PUSCs tell us they're actively and regularly involved in recruitment activities, development of teaching material and teaching activities including simulation and sharing of lived experiences. Documentation and PUSCs tell us they undertake EDI training before recruitment activities and are updated yearly.

There's documentary evidence and confirmation from students at the modification visit that they're consulted on the development of the NA direct entry route. Students on the current NA apprenticeship route tell us that processes are in place for them to give feedback on their theory and practice learning and that they've a student representative system. Students tell us about their positive experiences of PUSC involvement in the delivery of the programme.

Students tell us they experience a breadth of practice placement experiences. Documentary evidence and students tell us they've opportunities to learn from a range of people in practice learning environments, including PUSCs and through inter-professional learning.

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 NO

Outcome

Is the standard met?

MET NOT MET

Date: 17 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 2: Curriculum

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

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

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

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

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

R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes
 R2.6 ensure that the programme hours and programme length are:
 2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,
 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes
 2.6.3 consonant with the award of a foundation degree (typically 2 years)
 R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
 R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
 R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, 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. The programme team and PLPs confirm that practice placements are chosen to ensure that all students practise in a range of environments and have experiences across the life span. Programme documentation confirms the modifications to the programme to add a NA direct entry route allow for more contact hours for skills teaching and skills practice. Care delivery module one and care delivery module two are delivered to NA students on the apprenticeship route and to the NA students on the direct entry route. Students on the NA direct entry route have an additional one day per week in both these modules for face-to-face teaching.

The module descriptors provide detail of content confirming that theory and practice components across the lifespan are fully represented.

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)

YES **NO**

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;
 - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

MET **NOT MET**

R2.6 is met. Unchanged through this modification.

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

programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET NOT MET

R2.7 is met. Programme documentation and the modification visit confirm that the direct entry route structure has blocks of theory and blocks of practice learning. Practice learning occurs in six five-week practice placement experiences over the two years of the programme. There's an equal balance of theory and practice learning. The theoretical component of the programme is delivered to the NA direct entry students with two days face-to-face teaching. One of these days is delivered alongside the NA apprenticeship students.

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

MET NOT MET

R2.8 is met. Documentation and the programme team confirm there's an increased emphasis on digital literacy and on the use of simulation in the programme. The NA direct entry students have an increase in contact hours for skills teaching and skills practice, including 37.5 hours per year for SPL. This is to reflect that students on the NA direct entry route may not have the opportunities and/or experiences of the students on the NA apprenticeship route. The inclusion of SPL for the NA direct entry route is designed to ensure that students develop the wide range of skills required to undertake the professional role of the NA in practice. Programme documentation and the modification visit confirm that for SPL the SSSA is upheld. Students on the NA apprenticeship route present at the modification visit confirm there'll be a benefit from these developments.

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 only leads to NA registration.

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES NO

Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 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 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for nursing associates</i> to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings</p> <p>R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages</p> <p>R3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and</p> <p>R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:</p> <p>R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>R3.4.2 Option B: nursing associate students, via work-placed learning routes:</p> <p>R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study</p> <p>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</p> <p>R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.</p>

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. PLPs at the modification visit tell us there's sufficient practice placement capacity to effectively accommodate students on the NA direct entry route.

Documentation and the modification visit confirm that students are exposed to a range of practice learning experiences to enable safe and effective care to a range of people across the life span and in a variety of settings. The programme team and PLPs confirm they identify practice learning opportunities for students to achieve the SPNA.

Programme documentation confirms there are policies and processes in place for staff and students to raise concerns, assess a student's fitness to practise and support students who may not be achieving. Students on the current NA apprenticeship route confirm they're aware of how to raise and escalate concerns in practice.

- 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. Programme documentation confirms that students on the NA direct entry route experience a minimum of 1150 hours in practice. This occurs in a variety of settings to experience the practice expected of NAs to meet the holistic needs of people of all ages and enable achievement of the SPNA. Documentary evidence and the programme team confirm there are plans in place for outreach and/or spoke experiences to broaden the experience of healthcare for direct entry

NA students. The modification visit confirms there's a head of practice learning at the UoR and they play a key role in supporting the efficient use of placement capacity and monitoring the quality of placement provision. Students on the current NA apprenticeship route tell us they complete placement evaluations for each practice learning experience. Documentary evidence confirms this process for evaluating placements.

- 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. Documentary evidence and the modification visit confirm that the students on the NA direct entry route are supernumerary on all practice learning placements, and are supervised by a practice supervisor and practice assessor.

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: 17 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, R 3.8, 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"/> <p>There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the <i>Standards of proficiency for nursing associates</i>. (R4.9) 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: 17 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>

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Standard 5: Qualification to be awarded	
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and</p> <p>R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register 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.</p> <p><i>Standards framework for nursing and midwifery education specifically R2.12, R2.21</i></p>	
Findings against the standards and requirements	
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1) <div style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></div> 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) <div style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></div> <p>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 <div style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></div> </p> <p>There's no fall back exit award that leads to NMC registration as a NA.</p>	
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met <div style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></div> </p>	
Outcome	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>

Date: 17 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no new higher education (HE)/further education (FE) provider. The FdSc is awarded by the UoR.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Two NA FdSc apprenticeship students, year one Three NA FdSc apprenticeship students, year two		
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 There's no new HE/FE provider. The UoR is an approved AEI delivering a FdSc NA apprenticeship route. Associated EPs aren't required at the modification visit.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" 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"/>
System regulator reports list: Care Quality Commission (CQC) inspection report, Croydon University Hospital, 22 February 2023 CQC inspection report, Royal Hospital for Neuro-Disability, 27 September 2023 CQC inspection report, St George's Hospital (Tooting), 17 August 2023		
If you stated no to any of the above, please provide the reason and mitigation: The UoR is an approved AEI delivering NMC approved nursing programmes. A resource check and practice learning placement visits aren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Lesley Saunders	Date:	17 May 2024
Checked by:	Angela Hudson	Date:	29 May 2024
Submitted by:	Amy Young	Date:	27 June 2024
Approved by:	Natasha Thompson	Date:	27 June 2024