



# **Nursing and Midwifery Council Quality Assurance Review**

## **Major Modification report for:**

**Pre-registration nursing associate qualification  
leading to:**

**Nursing Associate**

**Anglia Ruskin University**

**December 2024**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	Anglia Ruskin University Health Business Centre Bishop Hall Lane Chelmsford Essex CM1 1SQ England			
<b>AEI Institution Identifier [UKPRN]</b>	10000291			
<b>Name and location of academic delivery partner(s) if not the AEI noted above</b>	The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust Gayton Road King's Lynn PE30 4ET England			
<b>Name of employer partners for apprenticeships</b>	Queen Elizabeth Hospital King's Lynn NHS Foundation Trust			
<b>Approval type</b>	Major modification			
<b>Name of programme</b>				
<b>NMC Programme Title</b>	<b>AEI Programme Title</b>	<b>Academic level</b>	<b>Full-time</b>	<b>Part-time</b>
Nursing Associate	Foundation Degree Nursing Associate (direct entry, full-time)	England <input checked="" type="checkbox"/> Level 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing Associate	Foundation Degree nursing associate programme (part time work-based apprenticeship)	England <input checked="" type="checkbox"/> Level 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Proposed programme start date</b>	31 March 2025			
<b>Standard(s) under assessment</b>	<input checked="" type="checkbox"/> Part 3: Standards for nursing associates			
<b>Date of visit</b>	10 December 2024			
<b>Visitor team</b>	Registrant Visitors: Dr Joanne Rouse, Mrs Natalie Dodge  Lay Visitor: Dr Caroline Thomas			

## Executive summary

Quality Assurance Reviews (QAR) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place onsite on 10 December 2024 at the Queen Elizabeth Hospital Kings Lynn (QEHKL), Norfolk.

### Context for the review

The AEI, Anglia Ruskin University (ARU), submitted a modification request to add a satellite site at Queen Elizabeth Hospital Kings Lynn (QEHKL). Following significant developments of the QEHKL site, including an education centre, ARU considered the opportunity to deliver the nursing programme offering nursing career opportunities within the local region and providing stability for the future workforce in the area.

Students and learners will be enrolled as ARU students and learners based at QEHKL will have full access to all facilities and services available for all ARU students, including QEHKL health and wellbeing resources and services.

The proposal is for QEHKL to be approved as a satellite site for the Foundation Degree (FdSc Nursing Associate) and Apprenticeship. Both apprenticeship and direct entry routes will be offered, and where possible it is planned to deliver the direct entry and apprenticeship programmes together.

ARU currently has an approved satellite site at the College of West Anglia (CWA). The agreement between ARU and CWA is due to end and will not be renewed, subsequently the September 2024 cohort will be the last recruited as part of this contractual agreement. The new agreement with QEHKL will commence from September 2025 with designated ARU staff delivering the approved programme at the QEHKL satellite site.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions required by the approval panel, is as follows:

**Programme is recommended to the NMC for approval.** The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

## Conditions and recommendations

The **provisional judgement** was as follows:

**Programme is recommended to the NMC for approval after conditions are met** to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

## Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only	AEI only
C1	ARU to provide evidence to assure the visitors that QEHKL has learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	Standard PRNA 2.1	NMC	
C2	The course team should confirm the maximum cohort sizes in the first phase of development and the total number of registered students to provide assurance as to the capacity of placements and learning resources.			AEI
<b>Date for all conditions to be met to meet intended delivery date</b>		20 January 2025 extended to 31 January 2025 at AEI request.		

All conditions must be met for a programme to be recommended to the NMC for final approval.

## Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard	NMC only	AEI/EI only
R1	Monitor through annual self-report that learning environments, have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes as QEHKL cohort sizes increase.	Standard PRNA 2.1	NMC	

Recommendations are to be addressed and reported in the annual self-assessment report.

## Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard	NMC only
GP1	The QEHKL education team PREPARE programme which works with student nurses and nursing associates to create a sense of belonging and opportunities for professional continuity and career progression	Standard 4.1	NMC

## Response to conditions

The visitor team reviewed in full the response and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

## Explanation of findings for Part 3

### Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice.</p> <p>1.1.2 demonstrate values in accordance with the Code.</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code.</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes.</p> <p>1.1.5 can demonstrate proficiency in English language.</p> <p>1.1.6 have capability in literacy to meet programme outcomes.</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<p>Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programmes who are currently a NMC registered nurse without restrictions on their practice.				
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recognition of prior learning metrics

Accreditation of prior (APL) and experiential learning (APEL) confirm that students may be accredited with up to a maximum of 50 percent of the overall award with accurate mapping of prior learning to professional requirements and modules. It is made clear that a minimum of 50 percent of the total curriculum based in practice (2300 1150 hours). For APL a minimum of 50 percent of the total curriculum based in theory ((2300) 1150 hours) APL of up to (1150) 575 of these hours is possible. NMC registered nurses are permitted recognition of prior learning that is capable of being mapped to the Standards of proficiency for (registered nurses) nursing associate and programme outcomes that may be more than 50 percent of the programme.

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that the recognition of prior learning metrics are unchanged from preceding NMC approval.

## Findings

1. The visitor team considered a range of evidence in relation to selection, admissions progression, planning and strategy documents and staff CVs. The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners.
2. The Gateway 3 narrative noted that Standard 1 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 1.1 – 1.6 and confirm that for this modification the standards remain as met for the selection, admission and progression of students to the QEHLK satellite site.
3. In considering standards 1.1 – 1.4 the visitor team considered the documentary evidence and information gained during the visit and confirm selection, admission and progression for direct entry students and learners are intended to follow the same processes for all ARU students and learners. ARU's entry requirements ensure that students have the capability to develop the numeracy, literacy, digital and technological skills to meet programme outcomes and demonstrate the required proficiency in English language. The recruitment of apprentices is in partnership with employing partners, with interviews held jointly with ARU and employers. ARU undertake occupational health assessment and fitness to practise checks for all students. Occupational health checks and any required risk assessments are mandatory prior to students commencing practice learning. Student selection processes are clearly established and invite students to demonstrate values in accordance with the Code.

4. In relation to Standard 1.5 the visitor team considered all the information available which demonstrates that previously NMC approved processes for accreditation of prior (APL) continue to be met.
5. For Standard 1.6, students and learners based at QEHLK satellite site will have the same support to develop their abilities in numeracy, literacy and digital and technological literacy as students at other ARU campuses and will also have access to resources available at QEHLK such as the QEHLK library, which is open 24/7 and provides learning zones and access to computers.
6. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the selection, admission and progression of students and learners that enable the NMC standards 1.1 - 1.6 to continue to be met.

## Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Curriculum requirements

The programme includes 2300 hours, split between 50 percent theory and 50 percent practice. Students undertake 120 credits in Year 1 and 120 in Year 2. The credit for each module is specified.

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that curriculum requirements are unchanged from the preceding NMC approval.

## Findings

7. The visitor team considered a range of evidence in relation to the curriculum including simulated ward information, strategy and curriculum information. The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners. Gateway 3 narrative noted that Standard 2 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 2.1 – 2.9 considered the documentary evidence and information gained during the visit for this modification for the addition of QEHL as a satellite site.
8. In considering standards 2.1 through documentary analysis the team reviewed a comparison of the resources at QEHL and ARU. The team noted that there appeared to be parity between resources and facilities at QEHL and ARU. The team confirmed that students at QEHL still had access to ARU facilities if required but noted that this is not expected. In considering Standard 2.1 the visitor team noted from meetings with senior managers at ARU and QEHL at the time of the visit, that there remains no evidence of contractual agreements between ARU and QEHL. Therefore, the visitor team agreed that there was no evidence to assure that requirements 2.14 and 2.15 of Standards framework for nursing and midwifery education (SFNME) are met regarding capacity, facilities and resources and who is responsible for the management of these as well as ensuring the safety and effectiveness of the spaces at QEHL for students. This was discussed at the visit leading to **Condition (C1)** which requires ARU to provide evidence to assure the visitor team that QEHL has agreed and confirmed assurances of the learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. The visitor team also makes **Recommendation (R1)** that ARU monitor through annual self-report that learning environments, have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes at QEHL cohort sizes increase.
9. In considering Standards 2.2-2.8 the visitor team reviewed all the evidence submitted which demonstrating there is clear mapping of module learning outcomes to programme outcomes for non-field specific modules which demonstrate the programme has the required content to ensure all NMC Standards of proficiency for nursing associates are met. Total hours completed meet the requirements of being 50 percent of the full nursing degree programme (2300 hours) and the award achieved is a foundation degree. Mapping documents clearly demonstrate where all elements of platforms are mapped to curriculum modules. There are separate mapping documents showing knowledge, skills and behaviours relevant for nursing associate apprenticeships, to NMC platforms. At the modification visit, academics and practice staff were able to outline the breadth of non-field experiences and across the lifespan. Teaching and learning strategies are varied across the programme, documented in the course specification documents, which are unchanged from previous approval event. A blended learning approach has been approved for these programmes. Overall, the evidence reviewed provides assurance that simulation opportunities are available to support learning, supervision and assessment both theoretically and practically.
10. In considering Standard 2.9, the evidence states that the nursing associate is not part

of an integrated programme.

11. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that, subject to meeting Condition C1, ARU has in place the appropriate arrangements for the curriculum to enable the NMC standards 2.2 to 2.9 to continue to be met.

## Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	ARU to provide evidence to assure the visitors that QEH has learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	<p>Documentary evidence confirms the legal contract between ARU and QEHKL has been signed and is uploaded to the NMC QA link. This contract includes the assurance of the facilities and resources in place to deliver safe and effective learning opportunities.</p> <p>Documentary review of the QEHKL total numbers plan 2025-2028, confirms the projected student numbers, identifying a gradual increase in numbers over the 2025-2028 academic years. The documentation provides assurance that this gradual increase gives time for an increase in staffing resource should that be required and as outlined in the legal contract. Therefore, the visitor team considers that Condition C1 is met.</p>
C2	The course team should confirm the maximum cohort sizes in the first phase of development and the total number of registered students to provide assurance as to the capacity of placements and learning resources.	The visitor team received confirmation that the university has approved the response to this condition.

## Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<p>Ensure that nursing associate students have protected learning time in line with one of the following two options:</p> <p>3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice.</p> <p>3.4.2 Option B: nursing associate students, via work-placed learning routes:</p> <p>3.4.2.1 are released for a minimum of 20 per cent of the programme for academic study.</p> <p>3.4.2.2 are released for a minimum of 20 per cent 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>3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Practice learning requirements

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that practice learning requirements are unchanged from the preceding NMC approval.

### Findings

12. The visitor team considered a range of evidence in relation to practice learning including strategy documentation, simulated ward information and information for practice learning and nursing associate handbook. The team also met with the programme team, students and practice learning and employing partners.
13. The Gateway 3 narrative noted that Standard 3 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor

team reviewed all the evidence submitted for Standards 3.1 – 3.4 and confirm that for this modification the documentary evidence confirms that the standards remain as met from the preceding approval for practice learning for students and learners at the QEHKL satellite site.

14. In considering Standard 3.4, the visitor team confirms that nursing associate apprentices are informed of the NMC requirement for protected hours. The Nursing associate apprenticeship documentation states that over the two years apprentices will need 30 hours per week of protected learning time. This means they will have 7.5 hours per week in their regular role, 15 hours per week of protected practice learning (either in their own workplace or an external placement), and 15 hours per week of theory learning either at ARU or online and therefore aligns with Option B as per standard 3.4. Practice assessors and Practice supervisors are made aware of the requirements for students to have protected learning time. The supervisor handbook signposts supervisors to the NMC definition of protected learning time as 'designated time in which students are supported to learn' and require that all students are appropriately supervised until they have demonstrated proficiency in aspects of care.
15. The addition of the QEHKL satellite site has involved collaborative working to ensure adequate practice learning opportunities for all students. ARU works closely with QEHKL and the Norfolk and Waveney Health and Care Partnership to enhance and expand the placement capacity locally. The current programmes will be taught out at College of West Anglia (CWA) where the programme has been offered since 2022 and relocated to QEHKL. The last intake at CWA site will be in September 2024. There are currently two ARU staff members who will deliver the face-to-face teaching including skills sessions at QEH.
16. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for practice learning to enable the NMC standards 3.1 to 3.4 to continue to be met.

## Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	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%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Assess students to confirm proficiency in preparation for professional practice as a nursing associate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

17. The visitor team considered a range of evidence in relation to supervision and assessment including planning and strategy documents and operational meeting agendas and corresponding minutes. The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners.
18. The Gateway 3 narrative noted that Standards 4.1 – 4.9 are unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 4.1 – 4.9 and confirm that for this modification the standards remain as met for the addition of the QEHKL satellite site.
19. In considering Standards 4.1, 4.2, 4.5 and 4.9, the evidence the visitor team reviewed was unchanged through this modification from the preceding NMC approval. The visitor team confirms that ARU has clear requirements and processes

to ensure that support, supervision, learning and assessment provided complies with the Standards framework for nursing and midwifery education, Standards for student supervision and assessment and Standards of proficiency for nursing associates.

20. During the visit, students informed the visitor team that QEHL facilitate opportunities for bespoke programmes for students and learners to enhance their learning. Another example given was the PREPARE programme, which comprised of four sessions aimed to develop a sense of belonging to the QEHL satellite site, inform of career development opportunities, support with employability through careers advice and targeted support aimed to support students and learners as they transition to registered nursing associates.
21. There is a clear collaborative approach to supporting student learning in practice, with students discussing the effectiveness of this and the positive impact on learning. There is evidence of good practice through the QEHL practice education team PREPARE programme, which supplements teaching and employability through delivering sessions around career development, preparing for newly qualified nurse role, opportunities and well as wellbeing, interview skills and CV support. The visitor team in collaboration with the panel agreed that the PREPARE programme demonstrates delivery support and development for students and learners and is considered **good practice (GP1)**.
22. In relation to Standards 4.3, 4.4, 4.7 and 4.8 the evidence the visitor team reviewed was unchanged through this modification from the preceding NMC approval. The visitor team confirms that ARU has clear policy and processes to assure that students are provided with constructive feedback, there is equal weighting in the assessment of theory and practice and confirm proficiency in preparation for professional practice as a nursing associate.
23. For Standard 4.6, the visitor team considered previously submitted evidence. The student and practice handbook provides evidence that students must achieve 100 percent pass mark for calculation of medicines exam.
24. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the supervision and assessment of students and learners to enable the NMC standards 4.1 to 4.9 to continue to be met.

## Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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 to register their award.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

25. The visitor team considered a range of evidence in relation to the qualification to be awarded including evidence submitted for the preceding NMC approval and met with the programme team.
26. The Gateway 3 narrative noted that Standard 5 was unchanged through this modification from the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 5.1 and 5.2 and confirm that the qualification to be awarded is unchanged for this modification.
27. Students are informed that the qualification is a two-year Foundation Degree (FdSc Nursing Associate) and Apprenticeship. Section 12, of the nursing associate handbook informs students that they have five years in which to register their award with the NMC and provides them with instructions and a link to do this.
28. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the award of qualification for the of students and learners to enable the NMC standards 5.1 and 5.2 to continue to be met.