



Major Modification Report for:

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

Nursing Associate

Buckinghamshire New University

May 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Buckinghamshire New University High Wycombe Campus Queen Alexandra Road High Wycombe Chalfont St Giles, Buckinghamshire HP11 2JZ				
AEI/EI Institution Identifier [UKPRN]	10000975				
Name and location of programme delivery partner(s) if not the AEI noted above	N/A				
Name of new employer partners for apprenticeships	There are no new employer partners				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Nursing Associate	FD (Science) Nursing Associate Apprenticeship	England <input checked="" type="checkbox"/> Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	6 October 2025				
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing associate programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				
Date of visit	15 May 2025				
Visitor team	Registrant Visitors: Professor Elizabeth Barley Ms Joanne Welch				

Executive summary

Quality Assurance Reviews (QARs) 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(s). 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) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI 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.

For programme approvals all standards within Part 3: Standards for pre-registration nursing associate programmes are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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

This modification was undertaken as a desk-based review in May 2025.

Context for the review

This review was undertaken to consider proposed changes to the Foundation Degree (Science) (FdSc) Nursing Associate Apprenticeship (NAA) programme at Buckinghamshire New University (BNU). The review was initiated as part of a wider institutional curriculum review following the appointment of a new Vice-Chancellor and renewed strategic focus on apprenticeship provision.

The proposed modifications are designed to enhance the structure and delivery of the programme, informed by feedback from employer partners (EPs), practice learning partners (PLPs), representatives of people who use services and carers (PSCs), external reviewers, and students. Changes aim to improve alignment with employer and practice needs, ensure appropriate distribution of theory and practice learning, and strengthen the overall coherence and quality of the student experience. Revisions include adjustments to the order and allocation of modules across theory and practice, review of module hours, and the standardisation of teaching and placement weeks. BNU also intends to standardise teaching and placement weeks and ensure that assessments are authentic and to introduce changes to quality assurance processes.

The development of the revised programme was informed by extensive collaboration with internal and external stakeholders. External academic reviewers, who are both NMC registered and with current senior level experience in nursing education, provided feedback on the programme's alignment with professional and regulatory standards and relevance to contemporary practice, which has been incorporated into the final programme co-design. Co-production with PSCs, known locally as Experts by Experience (EbE), was embedded

throughout the development process, with meaningful feedback on draft module content shaping learning outcomes and ensuring the programme reflects a holistic understanding of healthcare needs. EPs and PLPs were consulted through formal and informal mechanisms, helping to shape module sequencing, placement structure, and assessment design. Student views were also gathered to ensure the proposed changes are responsive to their experiences and needs. Although this review was conducted as a desktop exercise, a wide range of stakeholder input was demonstrated through the documentation provided. The visitor team found that the proposed modifications are evidence-based, appropriately governed, and developed in partnership with stakeholders, supporting the continued quality and relevance of the NAA programme at BNU.

The **final recommendation** made by the visitor team to the NMC, 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 findings of the 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

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
	None			

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

Explanation of findings for Part 3

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

BNU academic regulations allow recognition of prior learning (RPL) for up to 50% of the Foundation Degree (FD) programme (120 credits), typically comprising up to 120 credits at Level 4. Students admitted on this basis are required to complete the remaining 120 credits at Level 5 within the programme, where the RPL is demonstrably mapped to the Standards of proficiency for registered nursing associates and the programme learning outcomes. The maximum limit of accepted RPL for this programme is 50% of the programme.

This maximum limit of 50% does not apply to applicants to pre-registration nursing associate programmes who are currently an NMC-registered nurse without restrictions on their practice.

Findings

1. The visitor team considered a range of evidence for this standard including programme specifications, module descriptors, programme and practice learning handbooks, the NAA Education Inspection Framework (NAAEIF), academic regulations, admissions regulations and criteria, NAA delivery schedule and programme planners, recruitment principles and process documentation, interview materials, student support materials, occupational health and character material, staffing materials including CVs. As this was a desk-based review, the visitor team did not meet BNU programme staff, employment or practice staff or any other stakeholders.
2. The proposed modifications to the FdSc NAA programme at BNU impact Standards 1.1, 1.2, 1.4 and 1.6. These changes form part of a wider curriculum review undertaken in response to institutional restructuring, as well as sustained feedback from EPs, PLPs, PSCs, students, and external reviewers. While no amendments to entry criteria are proposed, the revised structure of modules, standardised teaching and placement weeks, and the introduction of graded practice aim to enhance clarity, consistency, and transparency in the learner journey. These changes support progression by providing more structured opportunities for skill development, reflection, and preparation for summative assessment. The programme team has also used stakeholder feedback to review student-facing support mechanisms, ensuring apprentices have timely access to appropriate academic and pastoral support. Collectively, these changes are designed to strengthen the apprenticeship experience and ensure it remains responsive to student, service, and employer needs.
3. In considering Standard 1.1, the visitor team noted that BNU is seeking approval for a major modification to its existing NAA programme. The visitor team saw evidence in the programme specification that learners are existing healthcare assistants employed by the Trust and that values-based interviews, Disclosure and Barring Service (DBS) and occupational health (OH) checks are used to assess suitability for the programme as detailed in the specific regulations for the NAA programme. Learners must also complete a 'Declaration of Good Character and Good Health' statement on initial enrolment to the programme and at every subsequent re-enrolment per year or part

of the programme. Apprentices are advised to seek guidance from the Apprenticeship Partnership Manager should their circumstances change during the academic year. Learners must demonstrate the necessary numeracy and English language skills through holding a GCSE grade 4/C or above in maths and English, or an equivalent qualification such as Level 2 Functional Skills or Adult Literacy and Numeracy, as a prerequisite to commencing the programme; the visitor team noted that this requirement has been added for this modification. The visitor team confirmed that interviews are conducted by a diverse panel consisting of NMC registrant academic staff who are part of the programme team, Apprenticeship Partnership Managers, PSCs, (known at BNU as EbE), and representatives from the EPs.

4. In considering Standard 1.2, the visitor team reviewed evidence that confirmed BNU has in place appropriate arrangements to ensure that learners' health and character are sufficient to enable safe and effective practice on entering the programme, and for appropriate declarations, assessments and checks to be made in respect to health and criminal records. BNU ensures that all applications received are checked for credible references by the applicant's tutor or line manager. All applicants will complete a check list on the Registration Form to verify DBS and OH checks, and these are completed by the employer for applicants on the apprenticeship route. As part of the enrolment process, BNU confirms this information with the employers. Learners also sign the Health and Good Character Form as part of enrolment for each year of the NAA programme. Apprentices must inform BNU of any change to their status during the academic year to ensure appropriate support and compliance with programme requirements. Any issues flagged in the DBS forms are investigated and verified by a panel consisting of the Head of School/Associate Head of School and PLP representatives.
5. In considering Standard 1.3, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards.
6. With regard to Standard 1.4, the visitor team found evidence in the CVs provided that the programme director and substitutes are registered nurses who are 'able to provide supporting declarations of health and character for learners who have completed a pre-registration nursing associate (NA) programme'.
7. In considering Standard 1.5, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards. The visitor team confirmed that BNU has a robust accreditation of prior learning (APL) policy and procedures and that applicants must demonstrate that equivalent learning has been achieved to the satisfaction of the APL assessor and approved by the APL panel. The policy outlines a maximum of 50% advanced standing that may be permitted for this programme. However, this limit does not apply to applicants to the pre-registration NA programme who are currently registered nurses with the NMC and have no restrictions on their practice. The visitor team found that the faculty has extensive experience in undertaking APL, and comprehensive written guidance already exists for applicants to the programme.
8. In considering Standard 1.6, the visitor team reviewed evidence which included the academic regulations, module descriptors, and the application of the EIF to the programme all of which clearly demonstrate how BNU supports the development of

learners' numeracy, literacy, digital and technological literacy throughout the programme. For numeracy, learners must start the course with GCSE grade 4/C or above in maths. The full list of modules provided demonstrates that at Level 4 learners are introduced to 'essential numeracy skills in healthcare context' in the Applied Anatomy, Physiology and Fundamental Skills for Nursing Associates module. At Level 5 in the Developing Skills for Holistic Care module, learners are taught 'Medicines administration including Drug Calculation' which gives them opportunities to enhance their numeracy skills in relation to medicines management. Regarding literacy, modifications have been made to increase the variety of types of writing required for assignments, for example, writing a care plan for the Level 4 Module 'Planning and Delivery of Person-Centred Care', report writing for Level 5 Module 'Promoting Health and Preventing Ill Health', and a poster presentation for Level 5 Module 'Shaping Quality Care: Leadership and Evidence-Based Practice'. This will allow more comprehensive development and testing of literacy. The NAAEIF demonstrates how modules map to the education inspection framework (EIF) for NAA programmes, in particular the requirement for continuous development of English and Numeracy. In relation to digital and technological literacy, learners will be assessed in practice using the Pan London electronic Practice Assessment Document (ePAD). The ePAD is embedded in the Level 4 module Beginning Clinical Practice as a Nursing Associate and the Level 5 module Developing Competence in Clinical Practice as a Nursing Associate. In addition, each student will have their digital skills assessed after enrolment and tailored support will be provided to ensure they can confidently navigate online platforms and meet the technological requirements of blended learning.

9. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

For the Nursing Associate route, the programme is delivered over two academic years and comprises a total of 2,400 programme hours. The theory-to-practice ratio for this programme is 1,200 theory hours to 1,200 practice hours.

The programme curriculum provides an equal balance of 50% theory and 50% practice learning, and the delivery map clearly shows how the 600 hours of theory and 600 hours of practice learning will be delivered per year.

Findings

10. The visitor team considered a range of evidence for this standard including programme and placement documentation, external subject specialist reports and programme mapping summaries.
11. The proposed modifications to the FdSc NAA programme directly impact 2: Curriculum, particularly Standards 2.1, 2.3, 2.4, 2.5, 2.6 (2.6.1-2.6.3), 2.7 and 2.8. The rationale for modification reflects an institutional commitment to ensuring the

curriculum remains responsive to feedback from EPs, PLPs, PSCs, students, and external reviewers. To better meet the needs of practice, the revised curriculum includes reordering and reallocation of modules across theory and practice, enabling a more logical and progressive development of knowledge and skills in line with the programme's intended learning outcomes. Adjustments to the programme structure also support greater consistency across teaching and placement weeks and reinforce the integration of theoretical and practice-based learning. The revised programme remains mapped to the Standards of Proficiency (SoP) for Nursing Associates (NAs) and maintains the required 50:50 balance of theory and practice learning. The minimum 2,400 hours required for a Foundation Degree is upheld, with clarity provided through the programme planner, handbooks, and learner journey documents. The introduction of graded practice in the final placement further supports assessment of applied proficiency and readiness for registration, while planned enhancements to assessment authenticity ensure alignment with real-world expectations and support professional development across all modules. Overall, the modifications reinforce the programme's ability to deliver a coherent, outcomes-based curriculum that meets regulatory expectations while remaining responsive to workforce and service needs.

12. In consideration of Standard 2.1, the visitor team confirmed that modifications to the programme include changes to quality assurance processes. The programme handbook sets out expectations for learners and includes sections on academic integrity and how to feed back on the programme. The programme specification document clearly sets out BNU processes for monitoring the quality and standards of programmes. The modifications to this programme have been made with the involvement of external stakeholders and the modified programme was reviewed in January 2025 by suitably qualified external academic reviewers as part of BNU's process for enhancing quality and ensuring relevance to practice/employers. Changes to the programme suggested by these reviewers have been clear and detailed in formal reports and addressed. The modifications to the programme have also been made with the involvement of PSCs, known locally as EbE, and details of the process of engagement and changes made are clearly described. The visitor team saw evidence of BNU's effective engagement with PSCs in the Experts by Experience policy, Handbook and Operational Guidelines and in examples of EbE feedback on modules. The visitor team also found evidence of engagement with internal and external stakeholders and their work in co-designing the modifications in summaries of meetings that took place at intervals from August 2024 to February 2025. Student feedback was also sought on the changes.
13. The visitor team found evidence that modifications have been made to improve learner attendance and engagement. The BNU Attendance and Engagement policy clearly sets out expectations in this area and learners record their attendance on the MyBNU portal - modifications include extending the module duration and ensuring only one module per term is running. Changes have also been made in response to feedback, and learners are now allowed the opportunity to catch up on missed teaching days, which was not previously feasible, thus ensuring a more manageable workload. The visitor team found evidence that opportunities for interprofessional learning (IPL) are clearly detailed in the programme specification. IPL occurs on placement and is mapped against the Pan London ePAD and via a simulation platform - Oxford Medical Simulation (OMS). BNU runs courses for a range of healthcare professionals, which provides opportunities for learners to attend educational events, such as conferences, together. The visitor team found evidence that changes have been made to ensure that the learning culture reflects principles of equality and diversity. The programme takes a person-centred approach overall and teaching specific to principles of equality, diversity, disability, and cultural awareness is incorporated across modules such as Planning and Delivery of Person-Centred Care and Promoting Health and Preventing

Ill Health. The visitor team found evidence that these modifications have improved compliance to the NMC standards.

14. In considering Standard 2.2, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards. The FdSc NAA programme continues to comply with the Standards for student supervision and assessment as outlined at Gateway 2.
15. In considering Standard 2.3, the visitor team found evidence that programme learning outcomes reflect the SoP for NAs. Modules and their learning outcomes are described in the Level 4 and 5 module descriptor documents and the programme specification. The programme specification clearly maps the proficiencies and the skills specified in Annexe A and Annexe B of the SoP for NAs to each module. It was initially unclear to the visitor team where proficiency 2.5 was to be met, but additional evidence confirmed that this proficiency will be met in the 'Promoting Health and Preventing Ill Health' module. Updates to the module descriptor and programme mapping within the programme specification further confirmed this. Learners currently in year one of the unmodified programme will transition into the modified programme in year two. A Transition Plan for Nursing Associate Apprentices (year two) is provided, clearly mapping previous learning outcomes to the revised modules.
16. In relation to Standard 2.4, the visitor team found evidence that the programme prepares NA apprentices to work with individuals across the lifespan and in a variety of care settings. Module descriptors indicate that theoretical content is inclusive of all age groups, and this is further supported by six practice learning experiences. Of these, four are supernumerary placements in external settings, and two are supervised placements delivered in a home-based context. The 'Example of Learner Journey Through Practice' document illustrates how apprentices are exposed to primary and secondary care environments and to patient groups across adult (including older adults), child, mental health, and learning disability populations. The delivery map, schedule, and programme planner confirm that these experiences are deliverable within the allocated programme time frame. Placement agreements provide relevant information for PLPs.
17. In considering Standard 2.5, the visitor team found clear evidence that the programme has the general and professional content necessary to meet the SoP for NAs and all programme outcomes. The comprehensive programme specification provides a table which maps module content by year to programme learning outcomes, NA proficiencies and required knowledge, skills and behaviours, as well as BNU-specific graduate attributes which are designed to increase employability. Appropriate module content has also been described in the module descriptors, and the programme planner document provides evidence that learners will gain the required skills and experience across a variety of practice settings.
18. In considering Standard 2.6.1, the visitor team found evidence that the programme provides sufficient time to allow the learners to be able to meet the SoP for NAs. The programme specification clearly maps how and when the SoP can be met.
19. In considering Standard 2.6.2, the visitor team found evidence that the programme provides, as required, no less than 50% of the minimum programme hours required of nursing degree programmes. The NMC requires a minimum of 4,600 hours of combined theory and practice learning for nursing degree programmes and the NAA programme includes 600 timetabled practice learning hours in each of the two years,

totalling 1,200 practice hours. In addition, learners undertake three 200-hour theory modules per year over two years, amounting to 1,200 hours of theoretical learning. This ensures the programme meets the NMC requirement of a minimum of 2,300 hours, with an equal split between theory and practice. The total time for theory and practice learning is therefore 2,400 hours per year, this exceeds the 2,300 hour minimum threshold and therefore meets the NMC requirement. This is detailed consistently across a number of documents including the delivery map, schedule, and programme planner. The visitor team considered that the inclusion of four external placements will mitigate against any time lost to sickness.

20. In considering Standard 2.6.3, the visitor team found evidence that, consonant with the award of a Foundation Degree (typically two years), this programme has a duration of two years, comprising 120 credits at Level 4 and 120 credits at Level 5 (240 credits = 2,400 hours). This is clearly specified in the programme specification, programme specification appendix 1 and in the NAA programme and practice learning handbook. The visitor team also saw evidence to confirm that the expectation that learners remain in their assigned areas during staff redeployment has been clearly communicated to staff. Process and checks to ensure that learners have the necessary protected learning time are also clear.
21. With regard to Standard 2.7, the visitor team found evidence that the programme curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies. The delivery map clearly shows how the 600 hours of theory and 600 hours of practice learning will be delivered, and the programme specification and the programme and practice learning handbook confirm this. These documents also specify that a blended learning approach will be taken to delivery. This includes the use of digital learning technologies, the details of which are clearly described in response to recommendations from the academic external reviewer. Module descriptors clearly refer to the use of lectures, workshops, and group work as well as technology such as eLearning and a SIM platform which reflects a blended learning approach. Practice-based learning will represent 50%, providing opportunities to consolidate theoretical knowledge in a range of settings with a range of populations, and the example learner journey document sets this out clearly.
22. In considering Standard 2.8, the visitor team found that technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning, and assessment. The visitor team considered that the initial narrative for this standard was very brief. Technology and simulation were specified in the documents cited, but evidence as to how much time is spent in 'simulation rooms and immersive rooms' and how technology is used to support supervision and assessment was limited. Additional evidence was requested and provided clear detail of how technology, specifically simulated and eLearning, will be used across the curriculum.
23. The visitor team found that Standard 2.9 is not applicable as this programme is not integrated within another programme.
24. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Learners follow Option B, and all 2,400 hours of academic study and practice are protected for learning.

Learners undertake core modules which include university and work-based learning, totalling 120 credits in year one at Level 4 and 120 credits in year two at Level 5, respectively.

The total number of hours of assessed clinical practice to be completed during the programme in a practice placement learning environment is 1,200, with 600 required each year.

Findings

25. The visitor team considered a range of evidence for this standard including programme specifications, module lists and descriptors, programme planners and placement agreements, external subject specialist reports, stakeholder meeting notes and programme mapping summaries.
26. The proposed modifications to the FdSc NAA programme directly impact 3: Practice learning, specifically Standards 3.1, 3.2, and 3.4. Informed by feedback from EPs, PLPs, PSCs, and students, the revised programme includes changes to the structure and sequencing of practice learning to ensure it remains fit for purpose and reflective of contemporary care delivery. The introduction of standardised placement weeks is intended to improve clarity, ensure parity of experience across cohorts, and support EPs in planning and delivery. The addition of a graded assessment for the final practice module enhances opportunities for students to demonstrate proficiency and preparedness for professional registration through direct assessment in practice settings. Practice learning continues to be delivered in a variety of settings, enabling exposure to diverse patient populations, which supports the development of the broad skill set required of NAs. Stakeholder consultation, including practice partners and EbE, contributed to the design and review of the revised placement structure, ensuring that it continues to provide appropriate levels of supervision, assessment, and learning opportunities aligned to the SoP for NAs.
27. In considering Standard 3.1, the visitor team found evidence of the provision of practice learning opportunities to enable learners to develop and meet the SoP for NAs to deliver safe and effective care to a diverse range of people across the lifespan and in a variety of settings. The NAA programme specification details learning in practice for 50% of the programme, and credits associated with the development of learning at Level 4. The NAA Level 4 and 5 module descriptors along with the 'Example of learner journey through practice' document demonstrate the range of placements which are inclusive of the diverse range of people across the life course. The NAA programme and practice learning handbook sets out these arrangements comprehensively and the NAA delivery map provides a mapping to the theory and practice proficiency to support learners to work towards the delivery of safe and effective practice. The visitor team found evidence that in regard to the Standards for student supervision and assessment (SSSA), BNU supports practice assessors (PAs) and practice supervisors (PSs) to ensure that practice placement requirements for learners are followed as detailed in the programme specification. In all practice learning settings BNU requires the learner to be supernumerary to workplace safe staffing requirements. The Pan London Practice Learning Group (PLPLG) SSSA roles document gives clarity to supervision requirements and how these are to be maintained in assisting learners to achieve learning outcomes and proficiencies. The intention to expose learners to all fields of nursing with a diversity across the lifespan is reported in the 'Example of the learner journey through practice' document. The NAA programme specification provides opportunities for learners to work with the EPs in planning and these opportunities are further evidenced in documents related to programme delivery.
28. In considering Standard 3.2, the visitor team found evidence that BNU supports learners to experience the variety of practice expected of NAs to meet the holistic needs of people of all ages. The programme specification sets out the work-based requirements and opportunities offered to provide the necessary experience, and the diversity of practice environments. The Level 4 and 5 module descriptors provide detail - the NAA Level 5 Module 'Developing Skills for Holistic Care' and the programme planner provide further evidence of this provision. The NA programme team, Practice Learning Hub (PLH) and Apprenticeship Hub all have responsibility to manage the

support of the learner, and this is clearly set out in the programme specification. The quality assurance arrangements support learners in the mechanisms for practice arrangements. Learners are assessed in practice using the Pan London ePAD. Confirmation of proficiency is confirmed by the PA and AA and evidenced in the Ongoing Achievement Record (OAR). These records evidence that learners can progress from Level 4 to Level 5. The Pan London ePAD and APTEM maintain the tripartite relationship to track the learner to the EPA and exam board. Assessment is quality assured through a process of internal and external moderation. The internal moderation and verification of the Pan London ePADs ensures that students have met all the assessment requirements, and that the suitability of student supervision and assessment is appropriate and consistent and maintains the learner at the centre with the quality of the learning provision relating theory and practice including professional values and required SoP alongside the recording of completed practice learning hours.

29. With regard to Standard 3.3, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards. The FdSc NAA programme continues to comply with the standards to take account of learners' individual needs and personal circumstances when allocating their practice learning experiences, including making reasonable adjustments for learners with disabilities and/or additional needs.
30. In considering Standard 3.4, the visitor team confirmed that BNU has in place appropriate arrangements to ensure that NAA learners have protected learning time. NA apprentices follow Option B, and all 2,400 hours are protected for learning. There is evidence that placement agreements are in place to support compliance with this standard. The NMC requires a minimum of 2,300 programme hours across theory and practice for NA programmes. This programme delivers 2,400 hours in total, exceeding the minimum requirement, with the distribution of hours clearly documented in the programme specification, programme and placement handbooks, and the programme planner. The visitor team confirmed that learners engage with academic study, independent study, and protected learning time (in the workplace) and that when in external practice placements learners are supernumerary. Overall, the modifications to this previously approved course appear to have enhanced the continued compliance to the NMC standards. The PLPLG SSSA roles document ensures that the PA will record practice hours within the ePAD to maintain a coherent record. The visitor team found that there was evidence that demonstrates that BNU uses electronic record systems effectively to track meetings between EPs, the BNU NA team, and the learner. This includes the use of the ePAD. The programme handbook makes clear the expectations of how learners are supervised and assessed in practice. This is also detailed in the programme specifications and there is evidence that it was discussed in stakeholder meetings held by BNU as part of the modification design process. Practice staff are supported by the PLPLG SSSA roles document and record practice hours. The visitor team noted that BNU has implemented the Pan London ePAD and it is evidenced in Level 4 modules 'Beginning Clinical Practice as a Nursing Associate' and 'Developing Competence in Clinical Practice as a Nursing Associate'.
31. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning, and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Ensure that support, supervision, learning, and assessment provided complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

32. The visitor team considered a range of evidence for this standard including academic regulations, programme specifications, module descriptors, programme and placement learning handbooks, CVs and mapping materials.
33. The proposed modifications to the FD (Science) NAA programme impact 4: Supervision and assessment, specifically Standards 4.3, 4.5, 4.6, 4.7 and 4.8. Assessment strategies have been reviewed in light of stakeholder feedback, with changes made to enhance authenticity and relevance to real-world practice. Revised module descriptors and practice documentation demonstrate how assessment methods have been aligned with professional expectations and mapped to programme outcomes. The Pan London ePAD remains the core tool for capturing practice learning outcomes and supports effective communication between students, PSs, PAs, and academic assessors (AAs). Standardisation of placement weeks across the programme enhances consistency in supervision and assessment opportunities, while also enabling timely review of student progression. Equal weighting of theory and

practice learning is maintained, with clear articulation of the 50:50 split in programme planning documents, handbooks, and the learner journey.

34. In considering Standard 4.1, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards.
35. In considering Standard 4.2, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards. The FdSc NAA programme continues to comply with the SSSA and NMC SoP for NAs.
36. In regard to Standard 4.3, the visitor team found evidence that the programme director and substitutes are registered nurses and able to provide supporting declarations of health and character for learners who have completed a pre-registration NA programme, and evidence provided in CVs of current staff demonstrates continued compliance.
37. In considering Standard 4.4, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure, or assurance of meeting the required NMC standards.
38. Considering Standard 4.5, the visitor team found evidence that BNU ensures throughout the programme that learners meet the SoP for NAs (NMC, 2024). This is demonstrated through mapping materials which detail how these standards are met. The module list sets out the individual modules and is supported by the programme and practice handbook which details how learning outcomes and proficiencies are mapped. The visitor team found that the ePAD provides continuous assessment in practice across the modules 'Beginning Clinical Practice as a Nursing Associate' and 'Developing Competence in Clinical Practice as a Nursing Associate' and there is a clear requirement for the achievement of 'Beginning Clinical Practice as a Nursing Associate', including the practice learning hours, before moving into Part 2. The visitor team found that the ePAD provides a clear structure for the continuous assessment of students' achievement of the SoP for nursing associates across the modules 'Beginning Clinical Practice as a Nursing Associate' and 'Developing Competence in Clinical Practice as a Nursing Associate'. The Nursing Associate Curriculum Context document sets out how proficiencies are mapped across the programme and outlines the expectations for their development and achievement throughout. Evidence from all modules, including theory and practice, is presented to the Board of Examiners to ensure students are meeting the required standards across the duration of the programme.
39. In considering Standard 4.6, the visitor team found evidence that BNU has appropriate arrangements in place to ensure all programmes include a health numeracy assessment related to NA proficiencies and calculation of medicines, which must be passed with a score of 100%. Health numeracy is featured across the programme as demonstrated in the indicative module list and the programme specifications and is demonstrated in the Mapping of SoP for NAs NMC (2018) documentation. At Level 4, learners are introduced to essential numeracy skills in the healthcare context in the 'Applied Anatomy, Physiology and Fundamental Skills for Nursing Associates' module.

At Level 5, the 'Developing Skills for Holistic Care' module provides evidence that learners are taught 'Medicines administration including Drug Calculation' which gives them opportunities to enhance their numeracy skills in relation to medicines management. Modules include assessments associated with health numeracy. At Level 4 in the module 'Applied Anatomy, Physiology and Fundamental Skills for Nursing Associates' there is a numeracy exam with 60% pass mark, and this is a pass/fail assessment. At Level 5, the module 'Developing Skills for Holistic Care' features a drug calculation exam with a mandatory 100% pass mark.

40. In considering Standard 4.7, the visitor team found evidence that BNU has appropriate arrangements in place to confirm proficiency in preparation for professional practice as a Nursing Associate. There is evidence in the module descriptors to confirm that there are multiple steps to ensure that learners meet the required SoP for NAs and programme learning outcomes. Learners undertake assessments to progress from Part 1 to Part 2 at the end of the first year, and, at the end of Part 2, to be eligible for the academic and professional award at the end of the programme, which are monitored, recorded and verified at Progression and Award Boards. Assessment and confirmation of the achievement of proficiencies is conducted by the PA and the AA and evidenced to the exam board in the ePAD Ongoing Achievement Record (OAR) document. The records of ePAD and APTEM track within the tripartite relationship (employer, learner, and BNU) in preparation for professional practice in meeting EPA requirements and the exam board, which are quality assured as detailed in the programme and practice handbook and programme specifications. The visitor team found that there was evidence that demonstrates that BNU uses a combination of the established assessment procedures and electronic systems to ensure that all elements of the programme are completed and adhere to the programme and practice handbook and programme specifications. Assessment is quality assured through a process of internal and external moderation as detailed in the programme and practice handbook and programme specifications, and the internal moderation and verification of ePADs ensures that learners have met all the assessment requirements, and that the suitability of student supervision and assessment is appropriate and consistent.
41. With regard to Standard 4.8, the visitor team found evidence that theory and practice are equally weighted in assessment, in accordance with the academic regulations, which specify a 50:50 split between theory and practice. A range of learning and teaching strategies is used to support this balance. The visitor team found evidence that BNU uses a combination of established assessment procedures and electronic systems to ensure that all elements of the programme are completed in line with the requirements set out in the programme and practice learning handbook and programme specification. The programme specification and associated handbooks indicate that the programme adopts a blended learning approach that integrates face-to-face teaching with digital learning technologies. Module descriptors demonstrate how various learning methods, such as lectures, workshops, group work, eLearning, and simulation, are intentionally combined to support flexible, inclusive, and interactive learning. This blended approach enables students to engage with theoretical concepts in diverse ways and reinforces the application of knowledge in practice settings. The programme structure ensures that 50% of learning is practice-based, with equal weighting given to theory and practice in the assessment strategy, as exemplified in the learner journey, which outlines opportunities to apply and consolidate theoretical knowledge across a range of settings and patient populations.
42. In considering Standard 4.9, the visitor team confirmed through a review of previously submitted evidence that this standard was previously approved as met and no changes have been made as part of this modification. It therefore remains out of scope for this review, as the proposed changes do not impact its delivery, structure,

or assurance of meeting the required NMC standards. The OAR, previously validated and unchanged for this modification, demonstrates that student proficiency is recorded systematically throughout the programme.

43. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
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

44. The visitor team considered a range of evidence for this standard including academic regulations and annexes concerning exceptions to regulations for nursing programmes, and programme specifications.
45. In considering Standard 5.1, the visitor team found evidence that BNU ensures that the programme complies with the requirement 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. The academic regulations demonstrate that programme hours and programme length are sufficient and commensurate with the award of a Foundation Degree and of two years in length. The two years comprise 120 credits at Level 4 and 120 credits at Level 5 as clearly detailed in the regulations and the programme specification.
46. With regard to Standard 5.2, the visitor team found evidence in the updated NAA programme and practice learning handbook that BNU informs learners that they have five years within which to register their qualification with the NMC and if they fail to do so they will need to undertake further training/experience.
47. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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