



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

## **Major Modification Report for:**

**Pre-registration qualification leading to:**

**Nursing Associate**

**University of East Anglia**

**November 2024**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI) / Education Institution (EI)</b>	University of East Anglia School of Health Sciences Earlham Road Norwich Research Park Norwich Norfolk NR4 7TJ			
<b>AEI/EI Institution Identifier [UKPRN]</b>	1000789			
<b>Name and location of academic delivery partner(s) if not the AEI/EI noted above</b>	Not applicable			
<b>Name of employer partners for apprenticeships</b>	Andaman Surgery, NR33 9DF Bridge Road Surgery, NR32 3LJ Bungay Medial Practice, NR35 1LP Cambridgeshire Community Services NHS Trust, PE30 5EJ Castle Partnership, NR3 1SE Coastal Partnership, NR5 0RS East Anglia's Children's Hospices (Each) – Norfolk, NR16 2PH East Coast Community Healthcare CIC, NR32 1DE HMP Bure, NR10 5GB Humbleyard Practice, NR4 6TA James Paget University Hospital, NR31 6LA Lincoln House Care Home, NR20 4LT Manor Farm Medical Centre, PE37 7QN Millwood Surgery, NR31 8HB Norfolk and Norwich University Hospital, NR4 7UY Norfolk and Suffolk Foundation Trust, NR32 3JQ Norfolk Community Health and Care NHS Trust, NR2 3TU Oak Street Medical Practice, NR3 3DL Rosedale Surgery, NR33 8LG School Lane Surgery, IP24 2AG Sheringham Medical Practice, NR26 8RT Sole Bay Health Centre, IP18 6GY St Stephens Gate Medical Practice, NR2 2TJ The Millwood Partnership, NR31 8HS Victoria Road Surgery, NR33 9LU Watton Medical Practice, IP25 6FA			
<b>Approval type</b>	Major modification			
<b>Name of programme</b>				
<b>NMC Programme Title</b>	<b>AEI/EI Programme Title (in full)</b>	<b>Academic level</b>	<b>Full-time</b>	<b>Part-time</b>
Nursing Associate	FdSc Health Studies (Nursing Associate Higher Apprenticeship)	England, <input checked="" type="checkbox"/> Level 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Proposed programme start date</b>	5 February 2025			

<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for nursing associates
<b>Date of visit</b>	11 November 2024
<b>Visitor team</b>	Registrant Visitors: Mrs Karen Hibbert Dr Nichola Lambert  Lay Visitor: Mr Michael Cottam

## 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. 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 online on 11 November 2024.

### Context for the review

The review considered a major modification request to restructure the Pre-registration nursing associate programme, delivered by the AEI, the University of East Anglia (UEA), in its existing FdSc Health Studies (Higher Apprenticeship Nursing Associate) programme. The modification reconfigured 12 modules into six, with associated revision of learning outcomes and reconfiguration of assessments; restructuring was intended to enable the programme to be extended to apprentices on 30-hour per week contracts in addition to those on 37.5-hour per week contracts. Mode of delivery would remain hybrid for the September intake each year while the February intake each year would primarily be via online delivery with four scheduled face-to-face learning events each year. The module restructure included reconfiguration of the clinical skills module to include the addition of simulated practice learning with the intention to meet NMC requirements for practice learning hours. The modification requested that 42.5 hours of practice learning are included as simulated practice learning.

Evidence was submitted against all the standards of Part 3: Standards for pre-registration nursing associates. UEA considered that only Standards 1.1, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4 and 4.1 were affected. The visitor team considered that, additionally, standards 2.1, 2.2, 2.3, 2.4, 3.2 and 4.2 were potentially impacted by the modification and brought those into scope for the review; the visitor team confirmed that the remaining standards were not impacted by the modification.

The **final recommendation** made by the visitor team to the NMC, following consideration of UEA's 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** (following the visit and prior to the consideration of UEA's response to any conditions) 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/ Joint	AEI/EI only
C1	Evidence must be provided that an assessment has been carried out, and is regularly reviewed, on the clinical simulation space to ensure it is appropriate and fulfils all the requirements for simulated practice learning with associated practice learning hours. Evidence must ensure that support, supervision and assessment of all simulated practice learning complies with NMC Standards for student supervision and assessment.	2.8, 4.2	NMC	
<b>Date for all conditions to be met to meet intended delivery date</b>		20 December 2024		

Joint conditions relate to both NMC standards and the AEI/EI's programme approval outcomes. 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(s)	NMC only/ Joint	AEI/EI only
R1	The visitor team <b>recommends</b> that UEA considers the development of a more formalised approach both to assessing the digital and technological literacy of applicants at interview and continuing to support students in this area through the course.	1.1	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(s)	NMC only/ Joint
GP1	In the delivery of the programme, there is significant evidence of a strong and distinctively proactive approach to supporting learners in ensuring their individual needs and personal circumstances are taken into account, particularly, but not confined to, successfully supporting students with a disability.	2.4, 3.3	NMC
GP2	The equal weighting to the assessment of theory and practice is made explicit through the award of academic credit to professional practice hours. This clearly signals to stakeholders, including practice partners and students, how practice is valued and complements the theoretical elements of the course.	2.7	NMC

## Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Evidence must be provided that an assessment has been carried out, and is regularly reviewed, on the clinical simulation space to ensure it is appropriate and fulfils all the requirements for simulated practice learning with associated practice learning hours. Evidence must ensure that support, supervision and assessment of all simulated practice learning complies with NMC Standards for student supervision and assessment.	A comprehensive Multi-professional Practice Learning Environmental Audit has been submitted by UEA and reviewed by the visitor team. The detail set out in the audit provides evidence that all elements of the condition have been met, including compliance with NMC Standards for student supervision and assessment.

The visitor team reviewed in full the response(s) and evidence from UEA to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from UEA relating to individual standards, 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 UEA's 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 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	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Recognition of prior learning metrics

The University's policy for the recognition of prior learning (for which the term 'Accreditation of Prior Learning' (APL) is used) and the School Recognition and Accreditation of Prior Learning Policy state that the total of accumulated credits of Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL) cannot exceed 50% of the award. This is also set out in the programme specification of the programme under review and within the curriculum framework document.

## Findings

1. The visitor team considered a range of evidence including the curriculum framework, the programme specification, information for applicants, and documentation relating to the interview and selection process. The team also met with the following groups of stakeholders: programme staff; learners and recent alumni; people who use services and carers (PSCs); employer partners; and practice assessors and supervisors.
2. In considering Standard 1.1, the visitor team reviewed section 4 of the FdSc Health Studies (Nursing Associate Higher Apprenticeship) curriculum framework, in which the admission criteria, selection processes and applicant suitability checks are comprehensively detailed. The visitor team noted that information in the curriculum framework is complemented by the programme specification. Further information can be accessed through the programme specification which provides a link to the course profile on the website, where the entry criteria for the programme are also detailed. A course document mapping to the NMC standards was also provided which, in the view of the visitor team, made explicit how the evidence presented fulfilled the expectations of each requirement within Standard 1.1.
3. The visitor team considered that the information assessed by UEA for each applicant is appropriate for enabling evaluation of relevant academic achievement and professional expectations. These include assessment outcomes in English and Maths, the requirement for an enhanced Disclosure and Barring Services check, and Occupational Health clearance. A check that the entry criteria have been met is included on the interview scoresheet that is used in the selection process for applicants. The visitor team considered that the design of the interview questions, which include a values-based scenario, were appropriate for testing that an applicant could demonstrate values in accordance with the Code and had the ability to learn behaviours in accordance with the Code. Through consideration of anonymised examples of completed interview scoresheet forms, the visitor team confirmed the selection process operates effectively and as set out in the curriculum framework.
4. The visitor team noted that the sample of completed scoresheets also provided evidence that a person who used services or a carer was usually present at the interviews. During the online review visit, the visitor team explored this further with the programme team and PSCs. The programme team outlined the bespoke training

offered to PSCs to support their engagement in applicant interviews and noted that, while interviews would still go ahead when there were no PSCs available, this was the exception. In meetings that took place during the review visit, PSCs also confirmed to the visitor team that they were considered equal members of applicant interview panels and, additionally, described the broader opportunities for their input to the selection process. This included providing advice and guidance at open days for applicants and involvement in the review and revision of applicant interview questions. The visitor team considered that UEA's policy of involving PSCs in a number of diverse ways was having a positive impact on the programme and informing a strategic approach to enhancement and development.

5. The visitor team ascertained that digital and technological literacy are assessed through questions on the Expression of Intent form and the requirement for successful completion of a care certificate prior to starting the course, which includes online and digital literacy activities. Through meetings at the review visit, the visitor team learnt that the Initial Needs Assessment is also intended to identify learning and training needs once apprentices are on-programme. When the visitor team explored this area with students, it heard mixed experiences: students were positive about the support for digital and technological literacy through the application process and when starting the course but expressed less confidence regarding how prepared they felt for some of the online learning elements of the programme. The visitor team concluded that, although some methods of assessing the digital and technological literacy of applicants during the selection and interview process are in place, there would be value in strengthening this further. The visitor team **recommends (R1)** that UEA considers the development of a more formalised approach both to assessing the digital and technological literacy of applicants at interview and continuing to support students in this area through the course.
6. The visitor team reviewed UEA's assessment that Standards 1.2 to 1.6 were unaffected by the proposed modification and concurred with that assessment.
7. Based on the information made available, the visitor team considers that UEA has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC Standard 1.1 to be met. This includes a carefully designed interview process, informed by PSCs which, in the view of the visitor team, is appropriate for testing that applicants can demonstrate values in accordance with the Code (1.1.2) and have the capability to learn behaviours in accordance with the Code (1.1.3).

## Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
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"/>
2.1	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 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"/>
2.5	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 UEA Nursing Associate Course Handbook and TNA Programme Planners for the 37.5 hours per week and 30 hours per week programmes confirm that learning will achieve the required NMC minimum of 2,300 hours. This is equally balanced as 1,150 hours of theory and 1,150 hours of practice learning.

UEA's approach is noteworthy for recognising the practice hours through the award of academic credit for successful completion. The credit weighting for theory and practice reflects the equal balance of hours.

## Findings

8. The visitor team considered a range of evidence including the curriculum framework; handbooks for the course, assessment and practice education; module outlines; planners; and mapping to the relevant NMC standards and apprenticeship standards. The visitor team also met with the following groups of stakeholders: programme staff; learners and recent alumni; PSCs; employer partners; and practice assessors and supervisors.
9. The visitor team reviewed UEA's assessment that Standards 2.1 to 2.4 and 2.9 were unaffected by the proposed modification. The visitor team concurred with that assessment for 2.9 but considered that Standards 2.1 to 2.4 could be affected by the proposed modification and brought them into scope for the purposes of the review.
10. In considering Standards 2.1, 2.2 and 2.3, the visitor team reviewed UEA's mapping of each module of the course against the standards across the three parts of the NMC quality assurance framework and the relevant apprenticeship standards. The visitor team confirmed that this comprehensive mapping was also reflected in the course handbook, the module outlines and the assessment handbook.
11. With regards to Standard 2.1, the visitor team confirmed that the NMC standards framework for nursing and midwifery education was still met through the evidence presented. The visitor team saw documentary evidence of a partnership approach to the development of the modified programme, and corroborated this through meetings at the visit. Examples were provided of the partnership approach both in the development of the modified programme and in the preparations for the introduction of 42.5 hours of simulated practice learning.
12. Regarding Standard 2.2, on considering the processes set out in the documentary evidence, the visitor team was reassured that the arrangements relating to Part 2: Standards for student supervision and assessment would be unchanged from the current approved programme. Through meetings at the review visit, the visitor team confirmed the robust preparation and training that was in place for practice supervisors, practice assessors and academic assessors to enable each of these three distinct roles to be discharged effectively. The visitor team noted there was appropriate ongoing support, which includes the practice supervisors and practice assessors having regular meetings with the learners' academic assessors.
13. The modified programme has reconfigured 12 theory modules into six. In considering Standard 2.3, the visitor team confirmed that all learning outcomes in the modified apprenticeship have been mapped both to the NMC Standards of proficiency for nursing associates and the relevant apprenticeship standards. Through meetings at the review visit, the visitor team explored how learner achievement of the NMC proficiencies for nursing associates and the relevant apprenticeship standards is monitored. This included examples of placements tailored to individual learner needs. From their evaluation of this mapping and triangulation at the review visit, the visitor team was satisfied that clear evidence had been provided that Standard 2.3 was met.
14. Through evaluation of course documentation, the visitor team was confident that the programme was effectively designed to provide an appropriate breadth of experience for a non-field-specific nursing associate programme across the lifespan and in a

variety of settings. Members of the visitor team noted that arrangements for apprenticeship learners to gain necessary experience through formative placements would be the same arrangements as those approved for the original Foundation Degree and included 12-weekly progress reviews to monitor the breadth of learner experience. The documentary evidence was further supported through meetings with stakeholders, most notably learners and practice assessors, who independently described how learners are supported in developing a breadth of experience in both theory and practice, providing specific examples that illustrated how the arrangements operated in practice. The visitor team found evidence that, in the delivery of the programme, particular effort is made by UEA to support learners as individuals, recognising individuals' backgrounds and accommodating their circumstances in order to ensure that the intended experience is delivered effectively. For example, learners' clinical experience prior to joining the programme is considered when allocating placements and learners can request specific placement experiences to aid their achievement of proficiencies. The visitor team considered that this provided further evidence of UEA's feature of **good practice (GP1)** in demonstrating a strong and distinctively proactive approach to learner support across all aspects of the programme (see Standard 3.3).

15. In considering Standard 2.5, the visitor team confirmed through the documentary evidence that the programme content was appropriate to meet the NMC Standards of proficiency for nursing associates. The visitor team was confident that curriculum and assessment documentation showed clearly where specific proficiencies and programme outcomes were delivered and assessed. Members of the visitor team confirmed through their evaluation of the evidence that all standards of proficiency and programme outcomes must be achieved for successful completion of the FdSc award.
16. The visitor team also ascertained through documentary evidence that learners will achieve the NMC requirement of 2,300 hours, distributed equally between 1,150 hours of theory and 1,150 hours of practice learning. The programme is 25 months in length. Theory and practice learning hours are recorded on timesheets and are monitored through the progress reviews that are conducted every 12 weeks. Protected learning hours are also monitored through this process. Employer partner representatives and learners independently confirmed that the required programme hours are completed, and learners receive their protected learning time. Thus, the visitor team was confident that Standard 2.6 was met.
17. The visitor team also found clear evidence in the programme documentation that an equal balance of 50% theory and 50% practice learning is in place, assuring the visitor team that Standard 2.7 was met. Moreover, the visitor team saw that this balance is reflected in the credit weighting across the components of the programme, making the equal weighting of theory and practice explicit through the award of academic credit for professional practice hours. The visitor team explored this approach with the programme team, who explained that the programme was designed to have equal academic credit in theory and practice to emphasise that practice learning and theory are equally important in the programme. The visitor team agreed that the award of academic credit for practice clearly signals to stakeholders, including practice partners and students, how practice is valued and complements the theoretical elements of the course and considers this approach to programme design to be a feature of **good practice (GP2)**.
18. In considering Standard 2.8, the visitor team saw evidence that technology is used throughout the programme and includes the use of a virtual learning environment, extensive online resources that include an anatomy and physiology learning tool,

online teaching sessions and library facilities which collectively support supervision, learning and assessment across the curriculum. During the review visit, the visitor team heard from employer partners and PSCs of their involvement in the development and delivery of simulated clinical skills and practice learning hours. The visitor team noted, however, that there was no evidence that the simulated practice learning environment is regularly reviewed to provide assurance that the environment is appropriate, safe and effective for simulated practice learning. Thus, to meet Standard 2.8, there is a **condition (C1)** that UEA provides evidence that the simulation environment is regularly reviewed to provide assurance that the environment is appropriate, safe and effective.

19. Based on the information made available, the visitor team considers that UEA has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC Standards 2.1- 2.7 to be met. The condition relating to Standard 2.8 must be satisfactorily addressed to enable that standard to be met.



## Standard 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 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

UEA addresses Standard 3.4 through Option B. The Practice Education Handbook confirms the following:

To ensure all apprentices meet the required minimum 1,150 practice hours within the timeframe of the course, course hours have been calculated to reflect the available hours for apprentices, depending on their contracted hours per week. These are as follows: Apprentices on 30 hour per week contracts will undertake:

- two supernumerary practice placements in Year 1 - each seven weeks in duration
- two supernumerary practice placements in Year 2 - one six week and one seven weeks in duration. Supernumerary placements total course hours 607.5 hours.
- protected learning time (in home area) = total of 500 hours.

Apprentices on 37.5 hour per week contracts will undertake:

- two supernumerary practice placements in Year 1 - each six weeks in duration
- one supernumerary practice placement in Year 2 - seven weeks in duration.  
Supernumerary placements total course hours 570 hours.
- protected learning time (in home area) = total course hours 540 hours.

In addition, all apprentices will have 42.5 hours simulation provided on UEA's campus. Simulation sessions have been developed in collaboration with employer clinical education teams, apprentices, and PSCs to reflect authentic experiences across a range of practice settings and patient groups.

## Findings

20. The visitor team considered a range of evidence including detailed schedules of the breakdown of weekly activities according to the number of contracted hours per week, and key handbooks and frameworks setting out the operation of the programme. The visitor team also met with the following groups of stakeholders: programme staff; learners and recent alumni; PSCs; employer partners; and practice assessors and supervisors.
21. In considering Standard 3.1, the visitor team noted that the documentary evidence identified a range of practice learning opportunities that would be available to ensure a range of experiences for learners. This included appropriate arrangements for the organisation of practice learning opportunities which are organised in collaboration with employer partners and learners. Meetings with stakeholders, including employer partners, practice supervisors and assessors and learners confirmed that the processes set out in the documentation operated effectively in practice.
22. The visitor team reviewed UEA's assessment that Standard 3.2 was unaffected by the proposed modification. The visitor team considered that it would be affected by the proposed modification and brought it into scope for the purposes of the review.
23. The documentary evidence indicated that appropriate arrangements were in place to meet Standard 3.2. In discussion with the visitor team, learners confirmed that they were asked at the start of the programme to identify areas in which they would like to specialise and that these had been accommodated through their placements, wherever possible. This was supported by specific examples.
24. In considering Standard 3.3, the visitor team reviewed relevant handbooks, the Initial Needs Assessment process and the School Reasonable Adjustments Plan. Members of the visitor team also reviewed an anonymised example of an individual completed Reasonable Adjustments Plan. The visitor team was satisfied that the documentary evidence provided illustrated the detailed arrangements for the provision of reasonable adjustments for learners with disabilities and specific needs. Moreover, through the specific example of an anonymised plan, the visitor team considered that UEA demonstrated appropriate consideration and adjustments for a learner with additional requirements, providing evidence of the process working effectively in practice. In meetings with the visitor team, learners were able to provide examples of how they were listened to and valued, and they confirmed that their individual needs are considered when placements are allocated, with reasonable adjustments available as necessary. This was supported with examples from personal experience including an instance of a learning need being proactively identified by UEA and reasonable adjustments put in place. The visitor team considered that there was

significant evidence of a strong and distinctively proactive approach to supporting learners in ensuring their individual needs and personal circumstances were taken into account, particularly, but not confined to, successfully supporting students with a disability and the extent and consistency of this constituted a feature of **good practice (GP1)**.

25. In considering Standard 3.4, the visitor team reviewed handbooks setting out the policy for protected learning time and a number of cohort-specific detailed planners that were in place to ensure that the requirements for protected learning time were met as per Option B. The application of the policy and the practice set out in the planners was verified by the visitor team during the visit. Further, the visitor team was confident that learners were clear on the process for raising concerns if they thought they were not able to get protected learning time.
26. Based on the information made available, the visitor team considers that UEA has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC Standards 3.1-3.4 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.7	Assess students to confirm proficiency in preparation for professional practice as a nursing associate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8	Ensure that there is equal weighting in the assessment of theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

27. The visitor team considered a range of evidence including the document mapping the programme to the NMC Quality Assurance Framework for nursing and midwifery education and staff CVs. The visitor team also met with the following groups of stakeholders: programme staff; learners and recent alumni; PSCs; employer partners; and practice assessors and supervisors.
28. In considering Standard 4.1, the visitor team reviewed UEA's mapping of the programme to the NMC quality assurance framework for nursing and midwifery education which was supported by detailed narrative. This indicated that a robust and comprehensive approach was in place to support supervision, learning and assessment. In testing the application of this approach through meetings, the visitor team heard from practice supervisors, practice assessors and academic assessors who described a consistent experience of training that they underwent prior to carrying out their educational roles. The visitor team confirmed that this included online support for key software that ensured accurate completion of practice assessment documents, an evidence trail that ensured the required training was

completed, and progress review meetings. Learners also confirmed through meetings with the visitor team that they felt able to shape the quality of their learning experience through their feedback, providing specific examples of constructive responses in relation to assessment timing and the simulation of clinical skills to illustrate this point.

29. The visitor team reviewed UEA's assessment that Standards 4.3 to 4.9 were unaffected by the proposed modification and concurred with that assessment. Standard 4.2 was brought into scope as outlined in condition 1.
30. Based on the information made available, the visitor team considers that UEA has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC Standard 4.1 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Findings

31. Arrangements for the award of qualifications for programmes have not changed as a result of the modification and therefore this standard was not considered.

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