Nursing and Midwifery Council Quality Assurance Review

Institutional and Programme Approval Report for:

Pre-registration nursing associate qualification leading to:

Nursing Associate

University of Westminster

June 2025

Contents

Key institutional and programme details

Name and location of Education Institution (EI)	University of Westminster 115 New Cavendish Street London W1W 6UW
EI Institution Identifier [UKPRN]	10007165
Name and location of programme delivery partner(s) if not the EI noted above	N/A
Name of employer partners for apprenticeships	Chelsea and Westminster Hospital NHS Foundation Trust Central London Community Healthcare NHS Trust Care First 24
Approval type	Institution and programme approval

Name of programme					
NMC programme title	**EI programme title (in full)**	**Academic level(s)**	**Apprenticeship**	**Full-time**	**Part-time**
Nursing Associate	Foundation Degree Nursing Associate	England ⊠ Level 5	☐	⊠	☐
Nursing Associate	Foundation Degree Nursing Associate (Apprenticeship)	England ⊠ Level 5	⊠	⊠	☐

Proposed programme start date	14 September 2026 for the apprenticeship programme 14 September 2026 for the direct entry programme
Standard(s) under assessment	⊠ Part 1: Standards for nursing and midwifery education ⊠ Part 2: Standards for student supervision and assessment ⊠ Part 3: Standards for pre-registration nursing associate programmes
Date of visit	3 and 4 June 2025
Visitor team	Registrant Visitors: Dr Elizabeth Mason Dr Anthony McGrath Mrs Helen Hatter Lay Visitor: Prof Alan Howard Observers: Dr Sophia Hunt Mrs Kirsty Davis

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).

Education Institutions (EIs) applying to become Approved Education Institutions (AEIs) must go through the four-stage Gateway process as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews. Gateways 1 to 3 consist of pre-visit quality assurance and Gateway 4 consists of the approval visit.

Gateway 1 is a desk-based analysis by a visitor team of an EI's self-evaluation narrative and evidence against NMC Standards Part 1 – Standards framework for nursing and midwifery education (SFNME).

Gateway 2 is a desk-based analysis by a visitor team of an EI's self-evaluation narrative and evidence against NMC Standards Part 2 – Standards for student supervision and assessment (SSSA).

Gateway 3 is a desk-based analysis by a visitor team of an EI's self-evaluation narrative and evidence against NMC Standards Part 3 – Programme standards; in this case, the Standards for pre-registration nursing associate programmes (SNAP).

Gateway 4 is a conjoint approval visit with the EI.

Approval of a programme or programmes at Gateway 4 also confers AEI status for the EI. Visits enable both the NMC visitors and EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the EI's 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, employer partners, practice learning partners, the programme team and senior EI managers. Visits for institutional approvals will normally include visits to practice learning partners and/or employer partners and a tour of the EI's teaching and learning facilities.

Following a Gateway 4 visit, a draft report is shared with the EI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the University of Westminster's approval panel took place on 3 and 4 June 2025 and included visits to practice learning environments to Chelsea and Westminster Hospital NHS Foundation Trust, Central London Community Healthcare NHS Foundation Trust and North East London Foundation Trust Goodmayes Hospital.

Context for the review

The University of Westminster (UoW) sought institutional approval and programme approval for nursing associate programmes for direct entry and apprentices. Following submission of its proposal, the NMC confirmed that UoW could proceed with a quality assurance review to seek approval for AEI status and programme approval of a pre-registration nursing associate programme.

The programme will be delivered by the School of Life Sciences. UoW has invested in facilities on the Cavendish campus with further investment to expand laboratory capacity, specialist teaching and research space and procure equipment including manikins for simulation-based activities should the nursing associate programmes be approved. During

the event, the visitor team had the opportunity to view teaching and learning spaces and plans for future investment.

UoW sought approval to offer the programme full-time in response to discussions with practice learning partners (PLPs), employer partners (EPs) and other AEIs in the London area. UoW is partnering with PLPs and EPs that currently provide practice learning experiences for other AEIs.

PLPs and EPs provided input into the programme development to ensure that students will have opportunities to engage in a range of practice learning experiences across a variety of practice learning environments. UoW stated that it will continue to work with PLPs and EPs and is also exploring future options for alternative practice placement experiences.

UoW consulted with its consultative group for people who use services and carers (PSCs) who contributed to the overarching philosophy of the curriculum in order to represent the shared values and beliefs of these key stakeholders.

Recently registered nursing associates and students on another healthcare-related course at UoW contributed to early curriculum development planning meetings and their personal educational journeys were valuable in informing the design and content of the curriculum.

During the visit, the visitor team met with a range of senior staff, the programme development team, practice assessors (PAs), practice supervisors (PSs), placement facilitators (PFs) and PSCs. Representatives from all PLPs and EPs listed above were present.

The term 'student' within this report refers to any student, including apprentices, and therefore encompasses the terms 'learner' or 'apprentice' unless expressly stated otherwise.

The **final recommendation** made by the visitor team to the NMC, following consideration of UoW'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 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 UoW'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(s) not met**	**NMC only**	**EI only**
C1	Provide assurance of the oversight and process for the management and completion of programme hours for theory. This includes a mechanism to enable students to complete recovery hours for missed theory sessions. The programme documents should advise students of learning activities to be completed to meet the learning outcomes which are sufficient to allow students to be able to meet the Standards of proficiency for nursing associates to ensure programme requirements are met and are consonant with the award of Foundation degree.	Part 3: Standard 2.6	NMC only	
C2	Clarify how group assessments will operate and how they will be managed in the documentation, considering aspects such as group contracts, numbers, allocations and the marking process. Please see the CETI Group Work Toolkit for further guidance. Where group assessments are used, a relevant learning outcome should also be mapped, indicating where group work will be tested.			UoW only
C3	Ensure that university language around Authentic Learning and Assessment is used in the course documentation to align the course with the Being Westminster 2022-29 strategy. The panel noted that the courses were already, by nature, authentic. Therefore, it was a case of ensuring this was articulated.			UoW only
C4	Review assessments and ensure that they have been constructively aligned, with each assessment mapped to relevant learning			UoW only

	outcomes, and ensure that this also aligns with the assessment criteria/rubrics.			
	Date for all conditions to be met to meet intended delivery date	2 July 2025		

Joint conditions relate to both NMC standards and UoW's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	**Recommendation**	**Specific standard(s)**	**NMC only/ Joint**	**EI only**
R1	Continue to manage the appointment of appropriately qualified and experienced people for nursing associate programme delivery, notifying the NMC through the exceptional reporting process of any delays or concerns associated with this.	Part 3 Standard 2.1 [SFNME Standard 4.1]	NMC only	
R2	Continue to develop the expert by experience group to ensure local communities are represented to reflect the diverse range of people across the lifespan and in a variety of settings in which the nursing associates will be learning and working.	Part 3 Standard 3.1	NMC only	
R3	Undertake a detailed review of the documents to ensure they are fit for publication, following guidance that will be provided by Quality and Standards (UoW) on behalf of the panel. It was noted that this was a joint recommendation.	Part 3 Standard 4.1 [SFNME Requirement 3.2]	Joint	

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

Response to conditions

The visitor team reviewed in full the response(s) and evidence from UoW to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the table below.

Response to NMC and Joint NMC/EI conditions

Response to conditions		
No.	**Condition details**	**Findings**
C1	Provide assurance of the oversight and process for the management and completion of programme hours for theory. This includes a mechanism to enable students to complete recovery hours for missed theory sessions. The programme documents should advise students of learning activities to be completed to meet the learning outcomes which are sufficient to allow students to be able to meet the Standards of proficiency for nursing associates to ensure programme requirements are met and are consonant with the award of Foundation degree.	UoW has provided a comprehensive and well-evidenced response to the condition. The narrative outlines clear, structured processes for the oversight, recording, and recovery of theory and practice hours, including the development of a dedicated strategy, an internal tracking system, and appropriate programme regulations. The response indicates strong collaboration with PLPs and provides assurance that students will be supported to meet the required hours through planned, verified recovery pathways. Student-facing guidance is embedded in handbooks, and tracking systems will enable monitoring and intervention. The visitor team therefore considers that for condition (C1), UoW has addressed the requirements of the condition and Standard 2.6 is met.

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 UoW'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.

PART 1: Standards for nursing and midwifery education (SFNME)

Explanation of findings for Part 1

1: Learning culture

Standards	Met	Not met	Met after conditions
1.1 The learning culture prioritises the safety of people, including carers, students and educators, and enables the values of the Code to be upheld.	☒	☐	☐
1.2 Education and training is valued in all learning environments.	☒	☐	☐
Requirements Approved education institutions, together with practice learning partners, must:	Met	Not met	Met after conditions
1.1 demonstrate that the safety of people is a primary consideration in all learning environments.	☒	☐	☐
1.2 prioritise the wellbeing of people promoting critical self-reflection and safe practice in accordance with the Code.	☒	☐	☐
1.3 ensure people have the opportunity to give and if required, withdraw, their informed consent to students being involved in their care.	☒	☐	☐
1.4 ensure educators and others involved in supervision, learning and assessment understand their role in preserving public safety.	☒	☐	☐
1.5 ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.	☒	☐	☐
1.6 ensure any concerns or complaints are investigated and dealt with effectively.	☒	☐	☐
1.7 ensure concerns or complaints affecting the wellbeing of people are addressed immediately and effectively.	☒	☐	☐
1.8 ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.	☒	☐	☐
1.9 ensure students are supported and supervised in being open and honest with people in accordance with the professional duty of candour.	☒	☐	☐
1.10 ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.	☒	☐	☐
1.11 promote programme improvement and advance equality of opportunity through effective use of information and data.	☒	☐	☐

1.12	ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders.	☒	☐	☐
1.13	work with service providers to demonstrate and promote inter-professional learning and working.	☒	☐	☐
1.14	support opportunities for research collaboration and evidence-based improvement in education and service provision.	☒	☐	☐

Findings

1. The visitor team considered a range of evidence for Standard 1 - Learning culture including but not limited to: the Education Strategy 2023 - 2029; programme specifications; Safeguarding in Practice - Students Guidance 2025-2026; Safeguarding Framework Equality and Inclusion policy 2024; Diversity and dignity at work and study policy; Health and Safety Management - Organisational Arrangements: Management of Risks to Safety, Health and Wellbeing and investigations; Supporting Healthcare Students to Raise Concerns in Practice Guidance; and the Practice handbook.

2. In considering Standards 1.1 and 1.2, the visitor team reviewed the narrative and associated evidence which confirms that UoW demonstrates a clear learning culture that prioritises safety across academic and practice settings. UoW has a comprehensive safeguarding framework, and central governance structures ensure consistent oversight and response to incidents, with feedback loops involving PLPs and EPs for ongoing collation and changes to practice if required. There are also clear points of reference within relevant student-facing documents providing assurance that students are aware that people's safety is of paramount importance. Risk assessments and safety procedures are in place for all participants of teaching, learning and assessment, including PSCs. The visitor team agrees that the evidence confirms that from point of application and throughout the student journey the safety and wellbeing of people is at the forefront of the learning culture. The UoW policies and education strategy and 'Being Westminster' (mission, values) document clearly identifies how inclusive learning and creating a sense of belonging for students will be promoted and valued, and this sits at the core of UoW's governance and structure. Application information clearly identifies the need for students to meet Disclosure and Barring Service (DBS) requirements, and admission processes demonstrate a robust recruitment process while adhering to Equality, Diversity and Inclusion (EDI) policy and good conduct and character requirements within the Code.

3. In considering Requirement 1.1, the visitor team established that the nursing associate programmes will adopt the existing UoW health and safety processes in use on other health-related programmes which offer a robust governance framework covering recruitment through induction, and continuous support during deployment within the programmes' associated practice learning environments. The visitor team requested as additional evidence, examples of risk assessments for practice learning environments and explored how the safety of members of PSCs will be maintained when engaging with student-facing activities. In response, UoW submitted robust and detailed policies and risk assessments demonstrating the safety of students and all stakeholders throughout the delivery of theory and practical sessions within UoW. Where PSCs are involved, risk assessments that consider emotional impact, safeguarding, accessibility, and the suitability of the learning environment are tailored to reflect their lived experience and emotional context,

with oversight provided by their named academic contact. PSCs are also invited to raise concerns or request adjustments, which can trigger a reassessment of risk, as necessary.

4. In considering Requirement 1.2, the visitor team found that UoW presented clear and robust processes that embed within modules the use of enquiry-based learning with additional alignment with the Code along with the allocation of support roles. Practice learning environments will support the development of critical self-reflection documented in the practice assessment document (PAD) and ongoing achievement record (OAR) and its alignment with the Code through the allocation of PAs and PSs.

5. In considering Requirement 1.3, the visitor team confirmed that the practice-based learning practice handbook has comprehensive information for students regarding informed consent. Module specifications demonstrate that consent is embedded within the curriculum and the student's scope of practice and the PADs. PSCs are fully briefed prior to engagement in student-facing activities. This includes the nature and purpose of the session, the level of student knowledge, and what to expect during the activity. Consent is obtained in advance, and PSCs are free to withdraw participation at any time without consequence.

6. In considering Requirement 1.4, the visitor team confirmed that educators and others involved in practice learning environments are governed by policies, such as safeguarding, health and safety and placement practice learning agreements which, in conjunction with the Pan London Practice Learning Group (PLPLG), provides training and resources as well as clearly identifying the roles and responsibilities of PAs, PSs and Academic Assessors (AAs) regarding public safety and how to raise concerns. UoW has central governance and reporting of all incidents which are shared with PLPs and EPs and reported back to practice partners for ongoing changes and collation. There are also points of reference within relevant student-facing documents which provides assurance that this requirement is met.

7. In considering Requirement 1.5, the visitor team agreed that UoW ensures that staff central to its delivery of all aspects of the programme understand their role in preserving public safety and how to raise concerns or complaints. Information is provided for staff, students and all educators through the delivery of the modules, information and resources within the practice handbook, the Pan London Raising Concerns Facilitator Guide and Supporting Healthcare Students to Raise Concerns in Practice Guidance. Induction processes align with PAD requirements and policy ensuring students understand scope of practice, informed consent, and public safety responsibilities with regard to raising concerns or complaints.

8. In considering Requirement 1.6, the visitor team confirms that there are defined processes for both staff and students for raising concerns supported by policies, student and staff handbooks and staff development resources. Concerns or complaints reported are overseen by a central governance team within the school. There are structured escalation pathways in place through the University's Supporting Healthcare Students to Raise Concerns in Practice Guidance, ensuring students are supported when raising concerns.

9. In considering Requirement 1.7, the visitor team agreed that the UoW health and safety policy and processes for investigation of concerns or complaints will apply in UoW's learning environment. Incidents that occur in practice learning environments are reported according to the Process for Reporting Incidents, Near Misses, or Accidents. All incidents are logged centrally by the University Placement Team and will be reviewed by the Programme Lead and acted upon.

10. In considering Requirement 1.8, the visitor team confirms that UoW policy is clear about the robust nature of its investigation, and this is disseminated at school and programme governance level. Additional evidence requested confirmed that processes detail the actions that will be taken from a student, University and practice learning environment perspective. Students, PAs, and PFs must notify the University Placement Team, ensuring incidents are centrally logged and reviewed by the Programme Lead.

11. In considering Requirement 1.9, the visitor team reviewed evidence that professional duty of candour is embedded within the student handbooks and curriculum and dedicates time and resources to support the student in understanding the complexities of the principles and in understanding how to exercise their professional duty of candour. The programme upholds the principles of the Code, embedding the professional duty of candour within modules.

12. In considering Requirement 1.10, the visitor team agrees that the University offers a fair, impartial and transparent learning culture which is demonstrated across its policies and strategic documents from initial recruitment and throughout the student journey. Clear policies and procedures support equality of opportunity that are scrutinised at all levels. The appointment of EDI school and faculty leads, and school champions who oversee and lead on the compliance with policy and legislation provided assurance that this requirement is met. The University's EDI policies will continue to guide the development of inclusive learning environments.

13. In considering Requirement 1.11, the visitor team confirms that there is a University-wide approach to programme and course review and governance. There are clear reporting and feedback processes to support the use of both internal and external data from student voice surveys and external data from national survey results in the development and enhancement of modules. Feedback loops involving students and external examiners (EEs) inform ongoing curriculum development and quality improvement initiatives.

14. In considering Requirement 1.12, the visitor team agreed that programme content is co-produced with students and PSCs to ensure relevance and inclusivity. During the visit, senior managers and the programme team presented additional evidence of consultation with current students at the University, those who have undertaken an apprenticeship, and PSCs to ensure the programme is designed, developed, evaluated and co-produced.

15. In considering Requirement 1.13, the visitor team confirms that inter-professional learning is enabled through partnerships with EPs, PLPs and cross-school collaboration.

16. In considering Requirement 1.14, the visitor team can confirm that the University has research and evidence-based practice at the core of the curriculum and professional expectations for academic staff as is seen throughout its governance structure.

17. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 1 SFNME: Learning culture to enable the NMC standards and requirements to be met.

2: Educational governance and quality

Standards	Met	Not met	Met after conditions
2.1 There are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements, differentiating where appropriate between the devolved legislatures of the United Kingdom, with clear lines of responsibility and accountability for meeting those requirements and responding when standards are not met, in all learning environments.	☒	☐	☐
2.2 All learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders.	☒	☐	☐

Requirements Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions
2.1	comply with all relevant legal, regulatory, professional and educational requirements.	☒	☐	☐
2.2	ensure programmes are designed to meet proficiencies and outcomes relevant to the programme.	☒	☐	☐
2.3	comply with NMC programme standards specific to the programme being delivered.	☒	☐	☐
2.4	comply with NMC Standards for student supervision and assessment.	☒	☐	☐
2.5	adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes.	☒	☐	☐
2.6	ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation.	☒	☐	☐
2.7	ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection.	☒	☐	☐
2.8	ensure that for students below the age of 18 on admission to their intended programme, appropriate safeguarding measures and any necessary programme adjustments are in place to support them and the people in their care.	☒	☐	☐
2.9	demonstrate a robust process for recognition of prior learning and how it has been mapped to the programme learning outcomes and proficiencies.	☒	☐	☐
2.10	provide students with the information and support they require in all learning environments to enable them to understand and comply with relevant local and national governance processes and policies.	☒	☐	☐
2.11	have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns about the	☒	☐	☐

	conduct of students that might compromise public safety and protection.			
2.12	confirm that students meet the required proficiencies and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional award.	☒	☐	☐
2.13	provide all information and evidence required by regulators.	☒	☐	☐
2.14	regularly review all learning environments and provide assurance that they are safe and effective.	☒	☐	☐
2.15	have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	☒	☐	☐
2.16	be compliant with the NMC standards for education and training for all periods of learning undertaken outside the UK.	☒	☐	☐
2.17	improve quality, manage risk and disseminate effective practice through the proactive seeking and appropriate sharing of information and data.	☒	☐	☐
2.18	proactively identify and act on any areas for improvement, regularly measuring programme performance and outcomes against the NMC standards and requirements, and other recognised quality frameworks in education.	☒	☐	☐
2.19	appoint appropriately qualified and experienced people for programme delivery.	☒	☐	☐
2.20	identify programme leaders to confirm that all proficiencies have been met by each student by the end of their programme.	☒	☐	☐
2.21	ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning.	☒	☐	☐

Findings

18. In considering Standard 2 - Educational governance and quality, the visitor team considered evidence including but not limited to the governance structures, Quality Assurance and Enhancement Handbook, Fitness to Practise procedures, PLPLG audit framework, student evaluations of practice learning experiences, Safeguarding protocols, and EDI policies and met with the programme team and representatives from all stakeholders.

19. In considering Standard 2.1, the visitor team agreed that UoW has established robust and multilayered governance systems to ensure compliance with all legal, regulatory, professional, and educational requirements across all learning environments. These structures include the UoW's Court of Governors, Academic Council, University Teaching Committee, and Quality and Standards Office, with oversight aligned to external requirements and frameworks. The School of Life Sciences has a Nursing Associate Governance Framework and associated strategic groups, for example the Strategic Educational Partnership Group (SEPG), providing specific oversight of programme design, delivery, and quality assurance. Governance processes distinguish between direct entry and apprenticeship routes and incorporate risk-based quality monitoring, Fitness to Practise (FtP) procedures, and EE scrutiny. Regular audit, data review, and cross-sector engagement (such as Care Quality

Commission (CQC) intelligence, Pan London networks) supports early risk identification and continuous enhancement. These integrated arrangements offer clear lines of responsibility and accountability, with escalation mechanisms in place where standards are not met.

20. In considering Standard 2.2, the visitor team established that UoW has set out clear plans to ensure that all learning environments will optimise safety and quality, taking account of the diverse needs of students and working in partnership with PSCs and stakeholders. All practice learning environments will be audited using the PLPLG framework, with audits conducted on a biannual basis or earlier where concerns arise. Student evaluations of placement learning experiences will be systematically collected and used to inform placement quality monitoring. Monthly review of CQC intelligence and other regulatory data will support early identification of risk.

21. In considering Requirement 2.1, the visitor team confirms that UoW meets all legal, regulatory, professional, and educational requirements applicable to the delivery of the proposed nursing associate programme. UoW operates under a clear institutional governance framework which oversees regulatory compliance and academic quality assurance. At faculty level, the School of Life Sciences operates in alignment with University regulations and standing orders and is responsible for ensuring that its programmes meet institutional, national, and professional standards. This includes compliance with the University's academic regulations and relevant higher education legislation. During the review visit, senior staff reinforced the institution's commitment to legal and regulatory compliance, particularly in relation to student safeguarding, programme governance, and monitoring of practice learning environments. These layered systems and oversight mechanisms will ensure compliance with all relevant legal and professional and educational requirements.

22. In considering Requirement 2.2, the visitor team confirms that programme development has followed a robust institutional validation process governed by the University's Quality Assurance and Enhancement Framework, which requires explicit alignment with both internal academic requirements and the standards of relevant professional, statutory and regulatory bodies (PSRBs). The University's Education Strategy also informs development and design of programmes which helps assure that all relevant standards and requirements are met. UoW teams undergo significant mapping exercises to assure that there is alignment of learning outcomes and assessments to ensure relevant benchmarks and PSRB requirements are met, including specific outcomes and proficiencies. The UoW validation process also includes input from external experienced academics, who help to ensure that the programmes are educationally robust and aligned with sector expectations. Through this approach, UoW ensures that programmes are designed to meet the required proficiencies and prepare students for safe, effective, and compassionate practice.

23. In considering Requirement 2.3, the visitor team established that the curriculum will be delivered over two years and will ensure an equal balance of theory and practice, as required. Programme specifications explicitly detail the structure, duration, credit allocation, and alignment to the SNAP. Programme quality and regulatory compliance will be subject to routine monitoring by EEs who hold NMC registration. Their oversight will include annual reporting on standards, student achievement and ensure that approved course outcomes are maintained.

24. In considering Requirement 2.4, the visitor team agreed that UoW has demonstrated that it will work in close collaboration with PLPs and EPs to ensure that student supervision and assessment are conducted in accordance with the SSSA. All students will be assigned a PS, PA, and AA, in line with the SSSA. The roles,

responsibilities, and escalation procedures for these individuals are clearly defined and communicated via practice handbooks and training materials. PSs and PAs will be appropriately trained to undertake their roles. Their preparation and currency will be monitored via employer-led appraisal systems and supported by access to ongoing development opportunities, including PLPLG e-learning updates. Tripartite review meetings involving students, AAs, and PAs will be held at regular intervals to ensure shared understanding of student progress and consistency in assessment decisions. The University will adopt the already approved and established PAD which will provide a central record of supervision, feedback, progression, and professional behaviour. Regular academic contact and tutorial support will ensure that supervision is responsive to students' learning needs throughout the programme. These arrangements will ensure robust implementation of the SSSA and provide assurance that students receive high-quality supervision and fair, consistent assessment during their practice learning.

25. In considering Requirement 2.5, the visitor team confirms that the proposed nursing associate programmes will be delivered through a structured partnership approach, with shared responsibility for theory and practice learning, assessment, and quality assurance. This approach will be underpinned by clearly defined governance arrangements and formal lines of communication between academic staff, PLPs and EPs, students, and PSCs. The University's Nursing Associate Governance Framework will guide strategic planning, delivery, and evaluation of the programme, and defines the accountabilities for all involved parties. The School of Life Sciences Healthcare Provision Steering Group will provide executive oversight to ensure institutional compliance, programme accountability, and responsiveness to professional and regulatory requirements. A key mechanism for joint working is the SEPG, which will include representatives from PLPs and EPs, the school leadership team, nursing academics, students, and PSCs. This group will play a central role in overseeing the development, implementation, and continuous improvement of the programme. Minutes from meetings confirm that stakeholders are actively engaged in curriculum co-creation, placement development, and quality assurance. The University will maintain engagement with wider networks to ensure alignment with regional and national priorities in nursing education. Through these interconnected structures, shared responsibility for the delivery and evaluation of theory and practice learning will be embedded in the programme's operation. This model will ensure transparency, accountability, and the collaborative enhancement of student learning experiences.

26. In considering Requirement 2.6, the visitor team confirmed that the recruitment and selection processes for the nursing associate programme will be open, fair, and transparent, underpinned by a strong institutional commitment to widening participation and inclusive education. The University's Admissions Policy ensures compliance with legal expectations and provides clear, consistent procedures for recruitment, assessment, and decision-making. It outlines expectations for equitable treatment of applicants and the use of values-based recruitment methods to assess candidates against sector-relevant personal and professional attributes. These strategic commitments will be operationalised through targeted outreach, accessible admissions support, and clear communication throughout the recruitment process. The University will also engage in values-based recruitment in collaboration with PLPs and EPs. This approach will assess applicants' alignment with the values of the health and social care sector, ensuring suitability for professional practice.

27. In considering Requirement 2.7, the visitor team established that the recruitment and selection process for the nursing associate programmes will be delivered in partnership with PSCs and key stakeholder representatives, ensuring that

admissions decisions reflect the values and expectations of those who use, deliver, and support healthcare services. Interview questions for the values-based selection process will be co-developed by academic staff, PLPs and EPs ensuring that the content is professionally relevant and aligned with sector expectations. PSCs will also play a direct role in student recruitment by contributing to the development of interview scenarios and questions that explore applicants' understanding of person-centred care and ethical practice. During the visit, PSC representatives confirmed their involvement in shaping the interview process and emphasised their aim to ensure candidates are selected for their compassion, curiosity, and readiness to care for diverse populations. Interviews will typically be conducted jointly by University staff and PLP and EP representatives, and where feasible, PSCs will participate in the interview panels. This collaborative model will enable consistency in values-based assessment across both direct entry and apprenticeship routes. UoW has also committed to evaluating and refining its recruitment processes on an ongoing basis, incorporating feedback from stakeholders as part of its continuous enhancement approach. This inclusive, co-designed admissions model will ensure that PSCs and stakeholders have a meaningful role in shaping the future nursing associate workforce from the point of entry.

28. In considering Requirement 2.8, the visitor team agreed that UoW will ensure that students admitted to the nursing associate programme who are under 18 years of age at the point of enrolment are fully supported through appropriate safeguarding measures and tailored adjustments. An institutional Safeguarding Framework will underpin this approach and was seen to ensure compliance with relevant UK legislation. This framework outlines responsibilities for protecting children and young people, including those entering higher education programmes. Students who are under 18 years of age will be identified at the point of admission. The School of Life Sciences, working in partnership with the University Safeguarding Team and Student Wellbeing Services, will conduct individual risk assessments to determine necessary support and implement appropriate adjustments. These may include additional pastoral oversight, regular welfare monitoring, and, where appropriate, parental engagement. In alignment with NMC expectations and institutional safeguarding policy, students below the age of 18 will not undertake clinical placements until they reach the appropriate age threshold. Safeguarding considerations will also be embedded within the placement audit and approval process. PLPs and EPs will be required to demonstrate that they have appropriate safeguarding policies in place, with designated safeguarding leads and documented training protocols. UoW will use a formal risk assessment template to evaluate both individual student needs and the safeguarding readiness of practice learning environments. This robust, layered approach will ensure that all students, regardless of age, are protected and supported in line with legal, professional, and ethical expectations.

29. In considering Requirement 2.9, the visitor team established that UoW will implement a rigorous and transparent recognition of prior learning (RPL) process for the nursing associate programme. This process will be governed by the University's Academic Regulations, which cap RPL at 50% of the programme in line with NMC requirements. The RPL process will include both certified theoretical and experiential learning, with decisions made by academic staff who will map prior learning to programme learning outcomes and NMC proficiencies using established RPL mapping tools. To ensure academic standards are upheld, all RPL claims will be subject to annual review by EEs. No learner will be exempt from core modules, thereby ensuring continued alignment with intended programme learning outcomes, assessment and proficiencies that have been mapped to these core modules.

30. In considering Requirement 2.10, the visitor team agreed that UoW confirms that

throughout their academic and practice learning environments, students will have access to centralised resources via the Student Hub, covering academic regulations, professional standards, complaints procedures, and support services. There are student-facing handbooks which set out expectations for both academic and clinical governance, including supervision structures, escalation processes, and reasonable adjustments. Induction sessions and 'preparation for practice' modules will embed key governance information, including simulation and clinical skills sessions, guidance on raising concerns, and awareness of NMC regulatory requirements.

31. In considering Requirement 2.11, the visitor team confirmed that UoW has in place Fitness for Registration and Practice Regulations which provide a structured framework for managing student conduct concerns. These include referral mechanisms, investigation procedures, emergency exclusion powers, and clear routes for appeal. The process aligns with regulatory expectations and includes appropriate thresholds for escalation where student behaviour or performance may compromise public safety. The UoW Student Code of Conduct defines expectations for professional behaviour and outlines potential consequences for breaches, ensuring students are aware of their responsibilities from the outset of the programme. Together, these procedures provide a comprehensive and proportionate response to FtP concerns, supporting both early intervention and formal resolution when required.

32. In considering Requirement 2.12, the visitor team confirmed that UoW has robust quality assurance mechanisms in place to ensure that students meet all required proficiencies and programme outcomes in full and are fit for practice and eligible for both academic and professional awards. Programme regulations stipulate that no condonement is permitted for core components, including a mandatory 100% pass mark for numeracy assessments as per course-specific regulations for nursing associates. Robust mapping highlighted that all programme learning outcomes are fully mapped to the NMC Standards of proficiencies for registered nursing associates (2018, updated 2024) (SoPNA). EEs will oversee the scrutiny of both academic and practice elements of the programme, ensuring that assessment decisions and processes are robust. These assurance processes confirm that only students who have demonstrated full attainment of proficiencies and outcomes are permitted to progress to Award Board.

33. In considering Requirement 2.13, the visitor team confirms UoW's commitment to providing all information and evidence required by relevant regulators in a timely and transparent manner. Compliance with external regulatory requirements is through structured academic and governance processes. The visitor team found that there are mechanisms to support routine and exceptional monitoring expectations as required.

34. In considering Requirement 2.14, the visitor team confirmed that UoW will utilise the PLPLG audit framework, a regionally agreed standard adopted across London AEIs and PLPs. Educational audits will be carried out in collaboration with PLPs and EPs, with findings completed and shared where practice learning environments are used jointly. These audits will be updated bi-annually or earlier if service delivery changes or if concerns arise regarding the quality of the student learning experience. Student evaluations of practice will be systematically collected and will form a key measure of placement quality and effectiveness for all students undertaking the programme. These evaluations will feed into local and institutional placement monitoring processes. If a student raises and escalates a concern about the learning environment, there is clear guidance to implement, ensuring alignment with local, national, and escalation protocols. This may include internal escalation within the

University or external referral to the NMC, CQC or other agencies as appropriate. To support the early identification of emerging risks, UoW will also conduct monthly monitoring of CQC intelligence and regulatory reports relating to partner organisations. These systems and commitments provide a robust framework for ensuring that all learning environments used in the programme will be reviewed regularly and assured as safe and effective prior to, and throughout, the delivery of the nursing associate programmes.

35. In considering Requirement 2.15, the visitor team established that UoW has made a significant institutional investment in a new simulation suite adding to existing facilities and resources to delivery programmes. During the review visit, the panel observed both the designated site for the simulation suite and a contingency space equipped with appropriate facilities and resources. Architect plans, a project timeline, and a risk assessment outlining mitigation strategy provide assurance that appropriate facilities will be in place for the first cohort of students. To support programme delivery, the University will embed a range of digital platforms used to support learning, including medicines management, practice learning assessment, and lecture capture and asynchronous learning. These platforms will be used alongside UoW's VLE, which will host module content, discussion forums, and announcements, and provide a route for engagement monitoring. There is supporting IT infrastructure in place to monitor attendance and engagement via dashboards and analytics. Students will have access to a wide range of institutional facilities and services, including the University library, academic and digital learning support, and health and wellbeing resources. Taken together, these measures demonstrate that the University is making appropriate and timely provision for the facilities and digital platforms used to support learning necessary to meet programme learning outcomes and to assure a safe, supportive, and effective student learning environment.

36. The visitor team considered Requirement 2.16 and can confirm that UoW is not currently seeking approval to validate programmes of study that include periods of learning or training undertaken outside the UK. Consequently, the proposed nursing associate programme will be delivered entirely within the UK and will not include international learning experiences. Memoranda of Understanding (MoUs) signed with partner organisations relate solely to UK-based provision.

37. In considering Requirement 2.17, the visitor team agreed that UoW takes a proactive, risk-based approach to quality assurance and enhancement, underpinned by institutional frameworks designed to support continuous improvement across all areas of academic provision. UoW sets out a structured approach to enhancement, embedding quality improvement as an ongoing, cyclical activity across programme and module levels. The continuous improvement process (CIP) is a core mechanism for evaluating programme performance and identifying enhancement opportunities. The CIP systematically tracks performance indicators, such as student outcomes, feedback, and engagement data and ensures that learning outcomes, teaching methods, and assessment strategies remain aligned, current, and effective. The CIP operates throughout the academic year and is timed to coincide with the release of key data sources (such as the National Student Survey (NSS)), enabling programme teams to make informed decisions and to implement evidence-based changes. A risk-based approach ensures that courses are reviewed against both internal metrics and external benchmarks, with underperformance triggering targeted intervention and support. Enhancement activity is also informed by feedback from EEs, PSRBs, PLPs and EPs. These external perspectives are used not only to ensure regulatory alignment, but also to inform the sharing of good practice across schools and programmes.

38. In considering Requirement 2.18, the visitor team confirms that UoW is committed to the continuous improvement of its academic provision through a structured framework that supports regular monitoring of programme performance, student outcomes, and compliance with NMC standards and requirements. Programme performance will be evaluated using a range of internal and external indicators, including student outcomes data, feedback from the NSS and EE reports. A risk-based quality assurance approach underpins these monitoring activities. This ensures that underperformance or emerging risks are identified early and met with timely and proportionate intervention. Programme teams will be supported in implementing enhancement actions as part of the CIP. In relation to practice learning experiences, the University will work closely with PLPs, EPs and other external stakeholders to monitor and review the quality of placement learning environments. The University has confirmed that these settings will be evaluated against the SFNME, with mechanisms in place to address any concerns through joint action planning and structured escalation routes. These integrated systems and stakeholder partnerships will provide a robust basis for identifying, acting on, and responding to areas for improvement, thereby ensuring that programme delivery remains aligned with professional standards and national educational quality frameworks.

39. In considering Requirement 2.19, the visitor team confirms that the senior leadership team within the school comprises individuals with higher degrees, substantial experience in higher education, and current registration with relevant professional regulators. All academic staff involved in programme delivery are expected to maintain their professional registration and engage in continuing professional development to ensure ongoing fitness to practise and teach. In line with institutional policy, newly appointed academic staff (lecturer and above) who do not already possess a minimum of three years' higher education teaching experience and Fellowship of Advance HE are required to achieve Fellowship status as part of their probation. This policy ensures a consistent standard in teaching quality and academic practice across the programme. The record of current staff qualifications, PSRB registrations, and Advance HE Fellowship status evidences staffing capacity and readiness. Heads of Nursing hold fractional appointments with oversight of curriculum design and delivery, with due regard for their scope of practice. NMC registrants have contributed to programme development, providing assurance that NMC expectations for registrant input have been met. Senior staff confirmed during the review visit that further recruitment is planned upon programme approval, including a full-time Programme Leader and an additional 1.0 full-time registrant Lecturer in Nursing. Job descriptions aligned with the requirements of the NMC have been developed. Senior staff confirmed that all current registrant staff already hold a relevant teaching qualification or Advance HE Fellowship, and newly appointed staff will be supported through the University's professional development programme to achieve HEA Fellowship. This planned and phased staffing model, underpinned by clear institutional expectations and demonstrable capacity, provides assurance that the nursing associate programme will be delivered by appropriately qualified and experienced staff.

40. In considering Requirement 2.20, the visitor team confirms that the SoPNA are mapped across the programme's learning outcomes and embedded within the curriculum design, as set out in the programme specifications for both the direct entry and apprenticeship routes. These mappings ensure that all students will have the opportunity to achieve all proficiencies by the end of their studies. Heads of Nursing will play a key role in assuring that proficiencies are confirmed as complete, and will support the programme team in monitoring student performance and confirming

readiness for progression and award.

41. In considering Requirement 2.21, the visitor team confirmed that all EEs will be required to have NMC registration and relevant academic and professional expertise. Their responsibilities will include the consideration of RPL claims, oversight of assessment processes, and evaluation of the integration of theory and practice across the programme. The role of the EE is clearly defined within UoW's quality framework and includes contribution to programme review and enhancement, and confirmation of the appropriateness of academic standards. EEs will ensure that assessment processes are fair, robust, and aligned with national expectations and PSRB standards. EEs will participate in assessment boards where student progression and achievement are formally confirmed.

42. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 1 SFNME: Educational governance and quality to enable the NMC standards and requirements to be met.

3: Student empowerment

Standards	Met	Not met	Met after conditions
3.1 Students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in the Code.	☒	☐	☐
3.2 Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.	☒	☐	☐
Requirements Approved education institutions, together with practice learning partners, must ensure that all students:	Met	Not met	Met after conditions
3.1	have access to the resources they need to achieve the proficiencies and programme outcomes required for their professional role.	☒	☐	☐
3.2	are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their programme.	☒	☐	☐
3.3	have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs.	☒	☐	☐
3.4	are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation learning appropriate for their programme as necessary for safe and effective practice.	☒	☐	☐
3.5	are supervised and supported in practice learning in accordance with the NMC Standards for student supervision and assessment.	☒	☐	☐
3.6	are supervised according to their individual learning needs, proficiency and confidence.	☒	☐	☐
3.7	are allocated and can make use of supported learning time when in practice.	☒	☐	☐
3.8	are assigned and have access to a nominated practice assessor for a practice placement or a series of practice placements in addition to a nominated academic assessor for each part of the education programme, in accordance with the NMC Standards for student supervision and assessment.	☒	☐	☐
3.9	have the necessary support and information to manage any interruptions to the study of programmes for any reason.	☒	☐	☐
3.10	are provided with timely and accurate information regarding entry to NMC registration or annotation of their award.	☒	☐	☐
3.11	have their diverse needs respected and taken into account across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.	☒	☐	☐

3.12	are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.	☒	☐	☐
3.13	are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.	☒	☐	☐
3.14	are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.	☒	☐	☐
3.15	are well prepared for learning in theory and practice having received relevant inductions.	☒	☐	☐
3.16	have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.	☒	☐	☐
3.17	receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning.	☒	☐	☐
3.18	have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.	☒	☐	☐

Findings

43. In considering Standard 3 - Student empowerment, the visitor team considered a range of evidence including programme handbooks, specifications and module descriptors, assessment and feedback policy, interprofessional education strategy, practice learning environment audit, PADs and OARs.

44. In considering Standard 3.1, the visitor team reviewed programme documents confirming that students will be provided with a variety of learning opportunities and appropriate resources which will enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in the Code. During the visit, meetings with PLPs and EPs confirmed the evidence presented about the practice learning opportunities the students would experience and the capacity to support students on the direct entry and apprenticeship routes.

45. In considering Standard 3.2, the visitor team reviewed programme handbooks, which establishes that students will be supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams. Within the student handbooks, learning outcomes are mapped to programme outcomes at Levels 4 and 5 and the Code, demonstrating that the empowerment of students is embedded throughout the course.

46. In considering Requirement 3.1, the visitor team confirmed that learning resources are provided through the VLE, and the programme team confirmed the ways in which the resources within the VLE and its analytic functions are used to support student engagement in learning. Evidence confirms that the UoW wider student services will provide support and resources to help students achieve their potential. There is a student induction programme which will introduce students to the UoW intranet, library services, VLE and other digital platforms, attendance monitoring, and student email access. The library home page guides library access, borrowing materials, disability and inclusion services, study skills, and research support. Apprentices will be provided with a progress review handbook which will provide guidance to help

apprentices prepare for their tripartite progress reviews which will help them identify what they need to do to achieve the proficiencies and programme outcomes required for their professional role.

47. In considering Requirement 3.2, the visitor team reviewed the programme handbooks and confirmed that there are established communication processes to ensure that students receive timely and relevant information about their programme of study. The programme handbooks provided also demonstrate that students will have access to programme information through the VLE. The VLE enables effective communication regarding module content, learning, teaching, assessment, and available resources. Programme-related communications are also relayed via VLE announcements. Programme handbooks contain programme planners and initial resources will also be shared before the induction week to enable students to access key documents before commencing the programme. The VLE allows students to access the programme-specific handbooks provided for the direct entry and the apprenticeship routes; the modules' learning outcomes at a programme and module level are available to students along with the assessment and feedback information. The University's Assessment and Feedback Policy explains marking and feedback timelines to students with the policy for late submission and mitigating circumstances assessment extensions provided to support student information. Each student is allocated a personal tutor (PT), who meets with them during induction and at least twice a year, in addition to group sessions following each period of practice learning (which may include engagement with a PSC). The School Placement Office facilitates placement allocations for practice learning, providing individual placement information, practice environment profiles, education audit details, and attendance monitoring, which the School Office oversees.

48. In considering Requirement 3.3, the visitor team reviewed the programme documents which confirm how the students' learning journey is mapped to appropriate and varied practice learning opportunities. These opportunities reflect different care settings and enable students to gain care experience across the lifespan and are aligned with programme proficiencies. Interprofessional learning opportunities are embedded within practice learning experiences, and audits highlight interprofessional education (IPE) opportunities. The PAD requires students to record and reflect on their interprofessional learning experiences during their placement. The UoW IPE strategy requires the School of Life Sciences to integrate IPE activities in classroom-based and simulated learning environments alongside other programmes such as Physician Associate, Nutrition and Public Health. Programme documentation indicates a range of opportunities which include learning with PSCs who will contribute to the student learning experience. The PSCs met during the visit informed the visitor team about their involvement in the development of teaching materials to support clinical skills teaching.

49. In considering Requirement 3.4, the visitor team found that the Education Strategy details a comprehensive approach to achieving the University's mission, vision, and values regarding teaching, learning, and the student experience within the School of Life Sciences. The evidence provided demonstrates significant investments in clinical skills, simulation facilities, and digital platforms used to support learning. On review of the programme documentation, it was clear that the students will be enabled to learn and are assessed using a range of methods, including technology-enhanced and simulated learning. During the visit, the programme team confirmed the plans for the clinical simulation suite and purchasing equipment to support learning. These include additional equipment which will support high and low fidelity learning modalities. The senior leadership team also confirmed the plans to appoint a technician to support technology enhanced learning (TEL). The programme

documents confirm that students will experience blended learning approaches, integrating face-to-face, online, and simulation-based learning to provide students with the necessary knowledge, skills, and professional proficiencies. Programme documents confirm that enquiry-based learning using unfolding scenarios written by PSCs will contextualise learning through case studies, enabling students to develop problem-solving skills directly transferable to real-world health and social care settings. The assessment strategy confirms formative and summative assessments are designed to ensure proficiency, safety, and professional readiness. A variety of assessment formats including Objective Structured Clinical Examinations (OSCEs) and Objective Structured Clinical Assessments (OSCAs) will be drawn upon. There was evidence of technology-enhanced assessments through digital simulations, online testing, and e-portfolios allowing students to apply theoretical knowledge to practice. Practice-based assessments ensure students receive structured feedback from PAs, PSs and AAs, documented within the PAD and the OAR. Written assignments and case studies will engage students in critically analysing research, policy, and evidence-based practice, demonstrating their ability to synthesise knowledge and apply it to patient care. Reflective portfolios will encourage students to maintain evidence of learning and development, recording reflections on practice experiences and professional growth, whilst presentations and posters will enable the development of communication and academic literacy skills.

50. In considering Requirement 3.5, the visitor team reviewed the evidence provided which demonstrates that students will be supervised and supported in practice learning in accordance with the SSSA. The PLPs and EPs met during the visit confirmed the processes for SSSA training using the Pan London SSSA approach and the support provided by the practice development nurses to support PAs and PSs in their role. North East London Foundation NHS Trust has developed its own SSSA training package which augments the PLPLG training. There are agreed terms of reference for the SEPGG and a standard placement agreement in place to support the provision of practice placement learning. The students will complete a PAD which requires the student to record the details of the PSs and PAs. All practice related activity is documented within the PAD by the student, PA, PS and AA. To prepare PAs, PSs, and AAs, UoW uses the PLPLG resources and practice learning educational audit tool. Resources include sessions to prepare new PAs and PSs for their role and sessions to update existing PAs and PSs. There is also evidence of guidance provided to PAs and PSs on how to use the PAD. The student practice handbook provides details of the PS and PA roles who are allocated at the start of each practice learning period. The programme documentation confirms that each student will have a nominated AA assigned by the school who will be an NMC registrant. The students will be assigned a different nominated AA for each programme part. The AA is responsible for collating and confirming student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme and recording this in the student's OAR.

51. In considering Requirement 3.6, the visitor team considered the programme documentation which confirms the ways in which students will be supervised according to their individual learning needs, proficiency and confidence. During the visit, representatives of the PLPs and EPs, including the PSs and PAs, confirmed that they are familiar with the processes required to make reasonable adjustments for students who require these. The access and participation plan expresses UoW's commitment to meet individual student needs through tailored support processes and confidence-building initiatives, such as the reverse mentoring scheme. Students will receive structured supervision and support to ensure they meet progression requirements and achieve the necessary proficiencies for registration. This is evidenced in programme documentation, including module descriptors, programme

handbooks and programme specifications. The programme team confirmed that UoW has systems and processes to support students who encounter unexpected challenges or have additional learning needs. There is evidence that regulations define procedures for mitigating circumstances, processes for claiming reasonable adjustments for coursework and reasonable adjustments for examinations.

52. In considering Requirement 3.7, the visitor team reviewed the practice handbooks which demonstrate that supported learning time when in practice allows students to complete their PAD activities, document episodes of care, and reflect on practice learning experiences. It also details that supported learning time can include opportunities for skills practice and knowledge application; observation of practice; time for student reflection (individual or group); utilisation of available resources and study opportunities; and shadowing and following a patient pathway across clinical settings or systems. The placement handbooks set out the requirement for students to have practice supported learning time and states that if the supported learning time is compromised, students must report this to their AA. Handbooks also provide students with information about how to raise concerns if they are not able to use their supported learning time.

53. In considering Requirement 3.8, the visitor team confirmed that the evidence shows that UoW, EPs and PLPs have systems and processes to assure students have access to a nominated PA who will be suitably qualified according to SSSA. The PLPLG has provided guidance and support regarding the already approved PAD to facilitate meeting required proficiencies. There was evidence that showed that UoW will allocate the AA for each part of the educational programme.

54. In considering Requirement 3.9, the visitor team can confirm evidence in the programme documents and the interruptions of study policy that UoW has established processes for supporting students who may need to take an interruption to their studies (IOS). For direct entry students, the policy states that interruptions are allowed for up to one year, subject to programme assessment board approval. Students can apply via the Student Hub under Academic Matters on the Interrupting or Withdrawing from Studies page. Students will either be invited to return to their studies after one academic year or at the beginning of semester two, depending on outstanding professional, modular, programme, and practice-related requirements. When students plan to return to their programme of study, they will be asked to complete a Resumption of Studies Form and return it to the Registry via the Student Centre. The return to study processes include ensuring that changes to good health and character are monitored and evaluated upon a student's return to their studies. For apprenticeship students, the programme handbook advises that apprentices who are unavoidably absent for over four weeks will be placed on a break in learning which is agreed with their employer. For longer periods, an IOS will be applied, and apprentices and their employers are informed that they must contact the UoW Apprenticeship Team before a break in learning happens to agree on the start date and complete the break in learning request form. The reason for the break and its expected duration must be agreed upon. The learner will discuss the implications on academic studies with the Course Leader and Registry. The programme documents confirm that when an apprentice returns from an IOS a plan will be developed by the Course Leader and Skills Coach from the UoW study support team to ensure a smooth transition back to active learning. Any student who interrupts their studies for six months or more will be required to repeat their enhanced DBS check and undergo an occupational health review (if health is the identified reason for deferral) before returning to the programme. Students are re-inducted into the programme by the programme leader and PT.

55. In considering Requirement 3.10, the visitor team confirms that UoW has set out processes in the programme handbooks to ensure that students will be provided with timely and accurate information regarding registration with the NMC. The programme handbooks inform students of the process to register their award with the NMC within five years of completion. Students will be informed that if they fail to register their qualification within five years, they must undertake additional education and training or gain such experience. Students will also participate in a timetabled 'completion' day that focuses specifically on NMC registration and award requirements.

56. In considering Requirement 3.11, the visitor team confirms that UoW has effective policy and processes in place to support students' diverse needs across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice. During the visit, the programme team and representatives from PLPs and EPs were able to inform the visitor team how the processes of reasonable adjustments are managed for students with identified needs. The evidence provided shows that UoW policies and strategies outline the institution's commitment to diversity and respect, whilst outlining the scope and responsibilities for staff and employees in ensuring non-discriminatory practices in all learning environments. The intranet site has an EDI landing page which outlines all relevant legislation available for all staff and students. The evidence provided shows that if a student has a disability or a condition that affects their studies, the Disability Learning Support Team will offer confidential support to help students make the most of their studies. Disability advisors help students with questions related to specific courses, and there is also a library disability support representative. The Student Hub clearly details how students can access support.

57. In considering Requirement 3.12, the visitor team reviewed UoW policies, structures, and processes about EDI, the Student Code of Conduct, FtP regulations and Staff and Student Disciplinary Procedures which demonstrate processes are in place to ensure students will be protected from discrimination, harassment and other behaviours that undermines their performance or confidence. Further assurance is provided through the placement agreement which offers evidence of dealing with harassment of learners and how to escalate this information to UoW, and to ensure PLPs and EPs take steps to prevent harassment and fully support students experiencing such behaviour.

58. In considering Requirement 3.13, the visitor team reviewed UoW's student wellbeing framework that provides 10 points of commitment to ensuring student wellbeing and promotes self-responsibility. Facilities available to support student wellbeing, such as positive wellbeing campaigns Look after Your Mate and Mental Health First Aid, Wellbeing Wednesday – teaching free time, and allocation of PTs also provide assurance that students are provided with information and support that encourages them to take responsibility for their own health and well-being. The UoW admissions policy outlines the requirements for students undertaking NMC-approved programmes to demonstrate good health requirements before joining the programme. This includes undergoing an occupational health review for physical and mental health. The visitor team confirms that there is clear signposting in all areas to advise students of the support available for health and wellbeing.

59. In considering Requirement 3.14, the visitor team reviewed the evidence which shows that students will be provided with a programme induction, a PT and an AA to support and prepare them for independent, reflective professional practice. The PT guidance and the AA role guidance provide details on pastoral support for students undertaking study programmes in the School of Life Sciences. The programme handbooks demonstrate that students will receive inductions to practice learning

environments and meet key practice education staff, PAs, and PSs. Preparation for practice learning is facilitated through the key sessions focused on practice preparation, and the importance of students attending these sessions is emphasised.

60. In considering Requirement 3.15, the visitor team reviewed the programme documents and specifications which demonstrate how students will be prepared for learning in theory and practice. The programme documents confirm that students will receive induction sessions to introduce the VLE and other digital platforms used to support learning in University and also prepared for their practice learning experiences.

61. In considering Requirement 3.16, the visitor team confirms that UoW has an IPE strategy to support students in learning from and with each other. The programme information sets out the intention to support students to understand the workings of the interdisciplinary health team, the importance of leadership and team working. Programme planners are designed to enable coaching and supervision of more senior students with more junior students, including simulated learning activities. The practice learning educational audit tool will be used to identify leadership and interprofessional learning opportunities for students to engage with during each part of the programme. Interprofessional learning opportunities during practice placement learning will be included in the PAD. The evidence provided shows that students will reflect on these interprofessional learning opportunities in their tutor groups, supported by their AA and PSCs. This will include areas that focus on developing their collaboration, teamwork and leadership skills.

62. In considering Requirement 3.17, the visitor team agreed that policies and programme handbooks demonstrate a robust approach to providing constructive student feedback during their programme. Programme handbooks confirm that for theory students will receive feedback from peers to develop skills in giving and responding to constructive feedback. Following skills sessions, PSCs, PAs, PSs, and AAs will be engaged in debriefing and feedback sessions. PSCs will form part of tutor groups, led by the AA, to explore the students' PAD thus providing opportunities for students to receive feedback. PSCs will also offer structured feedback, for example during their engagement with students learning opportunities. PSCs will offer feedback to students as part of their assessment of practice which will be documented in the PAD.

63. In considering Requirement 3.18, the visitor team agreed that programme handbooks confirm processes will provide students with opportunities to give feedback on the quality of all aspects of their support and supervision in both theory and practice. At University level, the Student Voice Forum (SVF) committee focuses on student experience issues and promotes student engagement at UoW. Through the SVF, staff in senior management positions across UoW hear and respond to student feedback. Student union representatives are also present. The evidence confirms that there are processes in place to elect student course representatives for the nursing associate programme, who are elected by their fellow students at the start of each academic year. Course representatives are expected to collect feedback from students on their course and present this feedback to course leaders at regular meetings throughout the academic year. These regular meetings include the Course Committee for their programme of study. Students also complete evaluations of their theory modules and practice placement learning and in year two of their programme will contribute to the NSS. Any necessary action arising from these evaluations creates action plans which are reported on at the University Teaching Committee.

64. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 1 SFNME: Student empowerment to enable the NMC standards and requirements to be met.

4: Educators and assessors

Standard	Met	Not met	Met after conditions
4.1 Theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.	☒	☐	☐
Requirements Approved education institutions, together with practice learning partners, must ensure that all educators and assessors:	Met	Not met	Met after conditions
4.1 comply with all standards and requirements in the NMC standards for education and training.	☒	☐	☐
4.2 act as professional role models at all times.	☒	☐	☐
4.3 receive relevant induction, ongoing support and access to education and training which includes training in equality and diversity.	☒	☐	☐
4.4 have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.	☒	☐	☐
4.5 respond effectively to the learning needs of individuals.	☒	☐	☐
4.6 are supportive and objective in their approach to student supervision and assessment.	☒	☐	☐
4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment.	☒	☐	☐
4.8 are expected to respond effectively to concerns and complaints about public protection and student performance in learning environments and are supported in doing so.	☒	☐	☐
4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment.	☒	☐	☐
4.10 share effective practice and learn from others.	☒	☐	☐
4.11 appropriately share and use evidence to make decisions on student assessment and progression.	☒	☐	☐

Findings

65. In considering Standard 4 – Educators and assessors, the visitor team considered the narrative evidence submitted including but not limited to staff CVs, job descriptions, EDI policy and strategy, IPE strategy, module specifications, student handbooks, course regulations and programme specification.

66. In considering Standard 4.1, the visitor team confirms that from the evidence submitted UoW has a proportionate number of staff to deliver the proposed curriculum. CVs from a broad range of staff involved in the programme development

and delivery upon approval were reviewed. During the visit, senior staff confirmed that UoW has a plan and budget in place to recruit more registrants to the programme if approved.

67. In considering Requirement 4.1, the visitor team reviewed evidence which confirms both theory and practice elements of assessment will be facilitated effectively by educators and assessors. UoW has submitted a breakdown of the staff qualifications, and several staff from a variety of non-nursing backgrounds appear to be appropriately qualified and experienced professionals in their field. UoW has provided evidence of the various module leaders and teachers. Based on the evidence submitted there are three nursing registrants involved in the programme development. It is evident that UoW has a wide range of highly qualified staff with a diverse range of professional qualifications who can deliver on the themes of therapeutic relationships, public health, health promotion and safeguarding. UoW submitted, in response to a request for additional evidence, the job descriptions for registrant nursing staff who will deliver the nursing components of the programme. UoW confirmed that all registered nurses will become the AAs. AAs will carry out tripartite interviews with the students. The evidence reviewed confirms that appropriately qualified and experienced professionals employed will be involved in the delivery of these programmes, have the appropriate qualifications, experience and registration for learning, teaching and assessment or are currently undergoing fellowship training.

68. In considering Requirement 4.2, the visitor team reviewed evidence that confirms that the staff employed have undergone a DBS check and that registered nursing staff have gone through revalidation with the NMC and uphold the NMC Code. The professional development review (PDR) documentation confirms that staff undergo staff development and have an annual appraisal. Staff are encouraged to undertake study leave as part of their workload allowance and they are actively encouraged to develop to expand their scholarly activity and research. Staff are actively encouraged to remain on their respective professional register and to undergo revalidation as required.

69. In considering Requirement 4.3, the visitor team reviewed evidence that confirmed that each member of staff undergoes online EDI training, and that UoW has an EDI policy and strategy. The documents also confirm that UoW aims to provide a professional, open, equitable, respectful and multicultural place to work for its employees underpinned by its values. The UoW policy states that it provides training for staff around diversity and dignity at work and study and that this training will aid awareness and support staff to have the skills and competency to respond to any issues raised. Staff have access to a wide range of online teaching materials and are encouraged to develop and expand their knowledge and skills further. UoW has provided evidence of their induction package for new staff which includes EDI training.

70. In considering Requirement 4.4, the visitor team confirms that UoW utilises a workload model that ensures staff will have the time allocated that will balance teaching, assessment, and other professional obligations. This use of a model should enable staff to plan and integrate scholarly activity and research into the working pattern and facilitate staff to identify time to allow them to fulfil their roles. UoW states that staff are required to have the relevant experience and requirements for professional body registration. UoW provided a list of NMC and Health and Care Professions Council (HCPC) registered staff who will be involved in programme delivery. UoW states that it has an expectation for staff to remain on a professional register, engage with revalidation, and participate in continuing professional

development (CPD) activities. UoW has confirmed, and this was triangulated during the visit, that staff are allocated professional development study days to engage in scholarship with additional negotiated time available for those undertaking higher study or research activities beyond their allocated academic contract hours. UoW confirmed that staff who wish to undertake doctoral and postdoctoral-level research are fully supported. UoW also confirmed that its PLPs and EPs have robust appraisal and staff development processes in place. This was confirmed at meetings with PLPs and EPs and during the event.

71. In considering Requirement 4.5, the visitor team confirmed that UoW, PLPs and EPs work collaboratively to ensure that staff are equipped and supported to respond effectively to the diverse learning needs of individuals. UoW's approach is to foster an inclusive, adaptive, and learner-focused approach to education and assessment, ensuring every student is empowered to achieve their potential. Aligning with the Being Westminster document and UoW's education strategy, the curriculum is designed to be varied and inclusive taking account of student needs and experiences and is informed by industry expectations and professional requirements. Students will have access to a range of student services including disability services, accessed via the Student Hub to identify and accommodate any learning disabilities. This includes reasonable adjustments in both theoretical and practical learning, as specified in the academic regulations and guidance provided by Student Services and Disability Support teams. UoW has designed its curriculum with a wide range of teaching, learning and assessment methods, for example formative assessments will provide learners with feedback, allowing them to assess their own learning needs and confidently explore the varied types of activities integrated into each module, which are aimed at supporting student engagement and accommodating diverse learning styles.

72. In considering Requirement 4.6, the visitor team was assured of the commitment to ensure that all staff involved in student learning are appropriately trained and adequately supported, ensuring that assessment and supervision processes are conducted fairly, objectively, and sensitive to the learner. Every full-time member of academic staff is allocated 174 hours annually for scholarly activity. This was confirmed by the senior team during the visit as well as from the programme team. All staff involved in the delivery in both practice learning and academic settings undertake mandatory equality and diversity training, encompassing inclusivity and unconscious bias awareness, ensuring a fair and supportive learning environment. An EE will be appointed, and UoW confirmed that guidance for this role is available. Academic regulations detail information for considering mitigation in late, deferred, or failed assessments, ensuring fairness and support for learners. Students have access to Student Services, which include learning engagement and disability services, allowing for specific learning needs to be identified and supported via an Individual Learning Plan, which includes reasonable adjustments in both theoretical and practical learning. The support provided to students also includes assistance with assignment structure and literacy and further support is available through the AA, PT, head of subject, module team, and academic support advisors. In practice learning placements, PSs and PAs undergo training and regular updates to ensure they are equipped to support practice learning, assess proficiencies, and conduct assessments via the PAD. Evidence has been submitted detailing that EPs and PLPs have access to AAs for support with assessment decisions related to students.

73. In considering Requirement 4.7, the visitor team agreed that UoW staff will work in partnership with EPs and PLPs to ensure that the practice learning environments will meet students' individual learning needs. UoW states that it provides PS and PA training and updating and has provided a breakdown of the content and planned

delivery dates. Evidence of partnership working with EPs and PLPs is demonstrated through the co-production of the curriculum through the SEPG. There is guidance for using the PAD which highlights how each element within the PAD should be completed, ensuring students are supported to successfully meet the proficiencies in line with SSSA.

74. In considering Requirement 4.8, the visitor team confirms that UoW will respond effectively to any concerns raised about students around the protection of the public. UoW has developed FtP regulations which outline the process for removing a student from practice if their actions have compromised a person's well-being or safety in any way. UoW's FtP regulations can also be activated when concerns arise regarding the health and well-being of students, which may impact their performance in all learning environments. UoW has also provided evidence around the raising of concerns in their Raising and Escalating Concerns Guidance. The evidence submitted, as well as discussions during the visit, confirm that all complaints will be addressed within specified timeframes and acted upon, escalated, or dismissed following a robust investigation process conducted by appropriately trained panel members. UoW also has a policy and process on Academic Misconduct or Student Disciplinary Procedures. Students will also be encouraged to raise concerns in practice and documentary evidence has been submitted to support this.

75. In considering Requirement 4.9, the visitor team agreed that there is evidence that UoW has established forums and processes for gathering and addressing feedback from students. This can be seen in the teaching committees and SVFs. UoW confirms that it will collect student feedback from EPs and PLPs. PSCs will also be offered the opportunity to provide feedback. UoW has student representatives providing feedback at the SVF and staff are responsible for responding to feedback and identifying key actions explored to be taken. UoW staff are encouraged through the annual PDR, to use teaching observations to enhance teaching activities and foster innovation. UoW states that the student evaluations of practice learning experiences are shared with EPs and PLPs. Any issues are discussed at the SEPG and UoW submitted the membership Terms of Reference (ToR) as well as evidence of discussions from these groups in response to the visitor team's request for additional evidence.

76. In considering Requirement 4.10, the visitor team confirms that UoW has an educational symposium every year in which staff and students are encouraged to share good practice and consider pedagogical strategies along with curriculum designs that promote meaningful, real-world learning experiences preparing students for the world of work. Several funded student-staff partnership projects have been conducted across UoW, involving academic and professional staff and students. Outcomes from innovation and research are shared through department and programme team meetings.

77. In considering Requirement 4.11, the visitor team agreed that UoW academic regulations guide student assessment, progression across levels, and achievement of programme learning outcomes. Assessments in practice include discussions between the PS and PA during each practice learning experience and engagement with the AA at key progression points. UoW will use the PAD and this will be signed off by the PA and AA. UoW has provided guidance for the AA which includes clear expectations of the role. Shared decision-making regarding assessment and progression is embedded within established assessment and exam boards, which ratify grades, determine progression, and confer awards for individual students. Assessment boards/exam boards within the School of Life Sciences are attended by EEs, who participate in discussions and provide judgements on each student's

progression at every stage of the programme following the validated programme framework. This process is further supported by written comments from EEs and an annual report.

78. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 1 SFNME: Educators and assessors to enable the NMC standards and requirements to be met.

5: Curricula and assessment

Standard	Met	Not met	Met after conditions
5.1 Curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.	☒	☐	☐
Requirements Approved education institutions, together with practice learning partners, must ensure:	Met	Not met	Met after conditions
5.1 curricula fulfil NMC programme standards, providing learning opportunities that equip students to meet the proficiencies and programme outcomes.	☒	☐	☐
5.2 curricula remain relevant in respect of the contemporary health and social care agenda.	☒	☐	☐
5.3 curricula weigh theory and practice learning appropriately to the programme.	☒	☐	☐
5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes.	☒	☐	☐
5.5 curricula are co-produced with stakeholders who have experience relevant to the programme.	☒	☐	☐
5.6 curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.	☒	☐	☐
5.7 curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively.	☒	☐	☐
5.8 assessment is fair, reliable and valid to enable students to demonstrate they have achieved the proficiencies for their programme.	☒	☐	☐
5.9 adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.	☒	☐	☐
5.10 students are assessed across practice settings and learning environments as required by their programme.	☒	☐	☐
5.11 assessment is mapped to the curriculum and occurs throughout the programme to determine student progression.	☒	☐	☐
5.12 practice assessment is facilitated and evidenced by observations and other appropriate methods.	☒	☐	☐
5.13 students' self-reflections contribute to, and are evidenced in, assessments.	☒	☐	☐
5.14 a range of people including people who use services contribute to student assessment.	☒	☐	☐

5.15	assessment of practice and theory is weighted appropriately to the programme.	☒	☐	☐
5.16	there is no compensation in assessments across theory and practice.	☒	☐	☐

Findings

79. In considering Standard 5 – Curricula and assessment, the visitor team considered the narrative and evidence submitted including programme and module specifications, IPE strategy, the PAD and OAR, academic calendar, programme planners, EE guidance, academic regulations, practice placement learning handbooks and programme mapping.

80. In considering Standard 5.1, the visitor team reviewed evidence to demonstrate that there is a robust approach to designing and implementing programmes of study related to health including the nursing associate programmes. The programmes have been designed to offer theory and practice opportunities that facilitate achievement of learning outcomes and proficiencies. There is extensive mapping that evidences this.

81. In considering Requirement 5.1, the visitor team confirms that the learning outcomes, and teaching and learning methodologies detailed in the module specifications, demonstrate a range of approaches utilised to provide learning opportunities to meet the programme outcomes with proficiencies achieved within practice learning placements. Achievement of proficiencies is documented within the PAD, and successful completion of all modules will assure that all programme learning outcomes have been met.

82. In considering Requirement 5.2, the visitor team agreed that the programme documentation demonstrates a curriculum which reflects contemporary health and social care issues; this is evidenced within the programme learning and module learning outcomes. Evidence is also presented that demonstrates a collaborative approach through the UoW strategic advisory group to developing the curriculum to reflect contemporary health and social care issues through engagement with key stakeholders. These stakeholders have worked with the programme team to develop real-life scenarios to embed in the curriculum ensuring that local populations are represented, promoting inclusive and contemporary learning experiences. Annual quality reviews are planned to review module feedback, and the evidence indicates plans to ensure the curriculum is continuously updated to reflect contemporary evidence from theory and practice. The evidence presented states that there will be annual reviews to ensure that feedback from module evaluations and EEs informs curriculum revisions, the module aims align with learning outcomes, with assessments updated when necessary.

83. In considering Requirement 5.3, the visitor team confirmed that the nursing associate programmes for the direct entry and apprenticeship route has 45 weeks per year theory and practice learning time. Students will complete 575 hours of theory and 575 practice learning hours per year with seven weeks' annual leave. This demonstrates an equal balance of theory and practice learning over two years. The academic calendars and programme planners demonstrate a sequential and structured approach to theory and practice learning across all parts of the programme. These planners illustrate a balanced distribution of theory and practice learning.

84. In considering Requirement 5.4, the visitor team agreed that the evidence presented

demonstrates that the curriculum has been developed by experienced and qualified educators supported by key stakeholders with suitable insight into the programme requirements.

85. In considering Requirement 5.5, the visitor team confirmed that the documentation demonstrates the curriculum has been developed through co-production involving PSCs, PLPs and EPs. The co-production is supported by the School of Life Sciences SEPG, alongside partnerships with health and social care organisations. The development of the nursing associate programme has also been informed by feedback gained from newly qualified registrants to design the structure of the programme to ensure academic literacy is emphasised in terms one and two and anatomy and physiology are addressed in year one of the programme. The programme documentation evidences that PSCs have participated in creating and co-producing the curriculum, notably informing the curriculum with an emphasis on a holistic approach. The evidence provided demonstrates that PSCs have drafted unfolding scenarios that will be used for enquiry-based learning and classroom-based simulated learning activities.

86. In considering Requirement 5.6, the visitor team confirms the PAD and OAR will document the structured sequencing of practice learning experiences, mapping the stages of skill acquisition and increasing levels of proficiency throughout the programme. The programme and module specification documents demonstrate progression during years one and two.

87. In considering Requirement 5.7, the visitor team confirms that the programme documents show that the nursing associate programme is underpinned by a curriculum philosophy that is structured and sequenced to enable students to effectively manage their theory and practice learning experiences. The programme planners evidence the sequencing of theory, practice, and classroom-based skills and simulation activity. The programme specifications and module descriptors outline the progressive complexity in study and assessment levels. The mapping document details how students meet proficiencies, platforms, and Annexes A and B, demonstrating their increasing ability to lead, manage, improve safety, and coordinate care.

88. In considering Requirement 5.8, the visitor team agrees that the evidence demonstrates UoW has systems, processes, and policies to ensure that student assessment is fair, robust, reliable, and valid across all learning environments and throughout the student's education. Academic regulations outline the marking and assessment regulations that ensure academic integrity and consistency. The evidence shows that the UoW continuous improvement process facilitates programme development, delivery, and ongoing monitoring, ensuring they remain aligned with UoW General Academic Regulations and PSRB requirements (Section 5). The UoW Pre-registration Programme Regulations specify that condonement or compensation is not permitted for any module on an NMC-approved education programme. The programme has an equal balance of theory and practice learning and ensures that assessment is appropriately weighted to the programme. The programme mapping document demonstrates where outcomes and proficiencies are delivered and assessed and at what stage of the programme they occur. The programme specifications provide the programme aims, learning outcomes, module requirements, and eligible awards. The Academic Regulations evidence UoW's threshold for passing assessments at 40% for undergraduate programmes. The programme and module specifications show students must achieve 100% for their numeracy assessment. EEs scrutinise student performance in all learning environments. The EE guidance defines the EE role in reviewing practice-related

documentation, visiting practice learning partners, and ensuring assessment reliability, validity, and consistency. UoW has established student support systems, ensuring students receive guidance from PTs and AAs. The University's Academic Regulations Section 8 outlines its commitment to ensuring students can access learning and services equally with their peers. Adjustments to assessment deadlines or examination arrangements may be made to ensure fair, reliable, and valid assessment, enabling all students to demonstrate they have achieved the required proficiencies for their programme. Nursing associate students will be assessed in practice and the assessment will be documented within the PAD.

89. In considering Requirement 5.9, the visitor team confirms that the evidence shows that occupational health reviews will be undertaken to provide an assessment of individual need and reasonable adjustments required for assessments in both theory and practice. UoW will liaise with PLPs and EPs to ensure that resources are available and relevant to make reasonable adjustments in the practice learning environment. UoW demonstrates it has robust institutional and programme-level systems, processes, and policies to ensure reasonable adjustments for assessments in theory and practice, following relevant equality and human rights legislation. EDI is evidenced through strategies, policies, and the Academic Regulations, which help to ensure that students are supported in all learning environments. Additionally, Section 3 of the University's Academic Regulations ensures that admissions processes are fair, transparent, and compliant with relevant legislation and regulations. These regulations apply to all student support, teaching, and assessment aspects. It is the intention that all staff and PSCs involved in the programme will have undertaken EDI training, thereby helping to ensure that students receive fair and equitable treatment.

90. In considering Requirement 5.10, the visitor team reviewed evidence which confirmed students will be assessed across diverse practice learning settings, ensuring they will deliver care to individuals of all ages across the lifespan. The assessment of practice learning is facilitated using the PAD and the OAR. The practice assessment and progression processes are clearly outlined in these documents, ensuring that formative and summative assessments are systematically integrated into student learning and professional development. The Practice-Based Learning Practice handbooks provide additional guidance and supporting information to help students navigate the assessment of their practice learning experiences.

91. In considering Requirement 5.11, the visitor team reviewed evidence that confirms that there has been mapping of programme learning outcomes, Standards of Proficiency (SoPs), the Code, and assessment strategies across the curriculum. The Academic Regulations provide principles to support programme assessment, which are followed to ensure that subject mapping aligns with the progression criteria. The assessment strategy reflects the module content and subject knowledge necessary. The mapping of progression and practice learning is clearly outlined within the PAD across both parts. The programme specifications and module descriptors provide evidence of module learning outcomes and the alignment of assessments across the two years of the programme. The programme will be delivered using a blended learning approach with a range of resources tailored according to the students' theoretical and practice needs to meet different learning needs. In compliance with the UoW education strategy, there are assessments that involve academic staff and EPs and PLPs. The programme documents confirm that PAs, PSs, EPs, PLPs, and PSCs will be involved in the assessment of students. The assessment strategy is aligned with the curriculum and integrated throughout the programme to evaluate and continuously assess the students' progress. The programme documents confirm that assessments are embedded at key stages which enable the attainment of learning outcomes and ensure students are developing the necessary skills and

knowledge to advance effectively. Formative and summative assessments will be used to provide feedback on progress, strengths, and areas for development, enabling students to identify their learning needs so that they can focus their future efforts. The assessment submission dates are spread across the modules and academic year to avoid bunching of assessment submission dates. Module leaders allow revision and question time after sessions to enhance a supportive learning environment. This also allows for the progression of knowledge, skills and behaviours across the programme.

92. In considering Requirement 5.12, the visitor team agrees that the programme documentation confirms that nursing associate students will be supported and observed by PSs and other practice education staff while undertaking all practice-related activities. UoW is part of the PLPLG approach to working to meet the SSSA which helps ensure a consistent approach to preparing PSs to assess and observe students and guidance on supporting proficiency development, and effectively observing student progression in the practice learning environment. During the visit, the programme team confirmed how the PAD will be used to provide a framework for practice assessment and observation. The PAD incorporates an initial, midway and final interview to support students in identifying learning opportunities, and their progression within a placement. Students are assessed directly and indirectly and receive feedback from a range of health professionals and PSCs. At the end of each programme part, student progression is evaluated in collaboration with the PS, PA and AA before students advance to the next part of their programme. Where concerns arise regarding a student's ability, proficiency or professionalism, an action plan is co-created, as outlined in the PAD. This process involves PAs and PSs, the student, and AA, ensuring structured support and targeted monitoring to facilitate the student's progression.

93. In considering Requirement 5.13, the visitor team confirms that the programme documents show that students' self-reflections contribute to and are evidenced in assessments. The UoW simulation strategy for teaching clinical skills demonstrates that students are expected to engage in reflection as part of the skills and classroom-based practice-focused learning experiences. The PAD requires students to reflect on their placement learning experiences and episodes of care to illustrate their learning and achievement of proficiencies. The assessment strategy evidences that reflection is embedded in theory learning through formative and summative assessments.

94. In considering Requirement 5.14, the visitor team confirms that the evidence demonstrates PSCs make a clear contribution to student assessment. PSCs have been involved in the development of the teaching and assessment strategies that will underpin teaching for the nursing associate programmes.

95. In considering Requirement 5.15, the visitor team confirms that the programme documents show the assessment of both practice and theory is weighted appropriately across the two-year programme. Each year is 45 weeks in length, with an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies across the programme.

96. In considering Requirement 5.16, the visitor team confirms that compensation is labelled as 'condonement' and is detailed within the academic regulations. For this programme, there has been a derogation from the standard academic regulations. The course-specific regulations, therefore, stipulate that there is no compensation for assessments across theory and practice and regulations stipulate students must pass all assessments across the programme at the qualifying mark.

97. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 1 SFNME: Curricula and assessment to enable the NMC standards and requirements to be met.

PART 2: Standards for student supervision and assessment (SSSA)

Explanation of findings for Part 2

Effective practice learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

1: Organisation of practice learning

	Approved education institutions, together with practice learning partners, must ensure that:	Met	Not Met	Met after conditions
1.1	Practice learning complies with the NMC Standards framework for nursing and midwifery education.	☒	☐	☐
1.2	Practice learning complies with specific programme standards.	☒	☐	☐
1.3	Practice learning is designed to meet proficiencies and outcomes relevant to the programme.	☒	☐	☐
1.4	There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.	☒	☐	☐
1.5	There is a nominated person for each practice setting to actively support students and address student concerns.	☒	☐	☐
1.6	Students are made aware of the support and opportunities available to them within all learning environments.	☒	☐	☐
1.7	Students are empowered to be proactive and to take responsibility for their learning.	☒	☐	☐
1.8	Students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate.	☒	☐	☐
1.9	Learning experiences are inclusive and support the diverse needs of individual students.	☒	☐	☐
1.10	Learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes.	☒	☐	☐
1.11	All nurses, midwives and nursing associates contribute to practice learning in accordance with the Code.	☒	☐	☐

Findings

98. The visitor team considered a range of evidence for Standard 1 – Organisation of practice learning, including practice handbooks, Safeguarding in Practice - Student Guidance, Structure of theory and practice hours, case study scenarios, academic calendar, placement pathway documents, programme mapping, practice learning environment audit, the PAD Parts 1 and 2, and all module specifications.

99. In considering Standard 1.1, the visitor team reviewed the Practice handbook, Safeguarding in Practice - Student Guidance, which clearly supports the structured engagement with external stakeholders, demonstrated by evidence of regular meetings of the SEPG including representatives from NHS, social care providers and PSCs. The timeline of external stakeholder meetings also demonstrated that feedback from PLPs directly influenced curriculum content and assessment methods. There is active involvement of PSCs who will act as a lived experience advisory panel. PSCs contribute to learner recruitment, curriculum co-creation, and the design of authentic, scenario-based learning activities. There is evidence that UoW ensures that the lived experiences of PSCs are integrated throughout the curriculum to support an authentic, person-centred approach to learning. Further assurance of stakeholder involvement is evidenced in documentation from programme development meetings, where feedback from PLPs and PSCs has informed the structure and operationalisation of curricula. To support all stakeholders involved in practice learning, UoW submitted detailed practice handbooks tailored for each route both direct entry and apprenticeship. These handbooks include clear guidance on student expectations, placement support, risk management, and safeguarding. Supporting healthcare students to raise concerns in practice guidance outlines the steps students should take if they have concerns while in placement settings. This comprehensive, collaborative, and values-based approach will ensure that the proposed programme meets the SFNME in full and reflects the needs of students, PSCs, PLPs and EPs.

100. In considering Standard 1.2, the visitor team reviewed documentation that highlighted that UoW has a comprehensive curriculum mapping to demonstrate how programme content, structure, and assessment strategies correspond to the required proficiencies and outcomes for registration as a nursing associate. Practice learning experiences are mapped to the intended learning outcomes and designed to develop students' proficiency as a nurse associate in a progressive, staged manner.

101. In considering Standard 1.3, the visitor team reviewed the placement pathway, PAD – parts 1 and 2 and module specifications that highlight practice learning within the proposed nursing associate programme will be structured to ensure that students can achieve the required proficiencies and programme outcomes. Practice learning experiences will be designed strategically to support incremental skills development. UoW will adopt the PAD to structure, record, and assess student progression in practice. This tool will ensure consistency across placement providers and transparency in the documentation of both formative and summative assessments. Module specifications indicate that the curriculum will promote reflective practice as a core component of professional development. Reflective practice is embedded through dedicated professional practice modules and assessed via structured reflection activities and portfolio work within the PADs. These opportunities will support students in linking theoretical knowledge to their practice learning and in developing insight into their professional growth. The PAD provides a distinct point at the midpoint and end of each placement to evaluate student progress through both formative and summative assessment points. The PAD also facilitates ongoing

dialogue between students, PSs, PAs and AAs to ensure timely feedback and support. These processes ensure students are supported in meeting all required proficiencies and are prepared for the diverse demands of nursing associate practice.

102. In considering Standard 1.4, the visitor team saw evidence that UoW has put in place robust and multi-layered systems to ensure the safe and effective coordination of practice learning across both the direct entry and apprenticeship routes of the proposed nursing associate programme. UoW is an active member of the PLPLG and will draw on established partnerships and this regional infrastructure to support quality and consistency. The practice learning educational audit tool will be used to ensure quality assurance across practice learning environments, and the regional adoption of the PAD will further ensure consistency and transparency in student assessment and supervision and documentation thereof. There are formal MoUs to govern practice learning and the environments provided with all PLPs and EPs, clearly defining roles, responsibilities, and escalation completing pathways. A CQC rating log will be maintained to track the regulatory status of partner organisations and to inform placement risk assessments. UoW's practice learning team, which includes both academic staff and placement administration officers, will be responsible for coordinating placement quality. Ongoing quality assurance processes will be in place to monitor placement quality and compliance. Regular audits and feedback mechanisms will ensure that learning environments continue to meet required standards and that any areas of concern are addressed promptly. This structured, progressive, and quality-assured approach will ensure that the programme meets all programme-specific standards and equips students with the experiences and capabilities required for safe and effective practice. A student tracker system will monitor individual student performance, progression, and any emerging concerns throughout their practice learning experiences. Governance oversight will be provided through a series of interconnected groups that ensure cross-sectoral input into practice learning development and quality. These include the SEPG, the Curriculum Development and Implementation Group, the Practice-Based Learning and Simulation Workstream, and PSCs Workstream. Membership across these groups will include representatives from NHS Trusts, private healthcare providers, community services, and the Royal College of Nursing, offering strong multidisciplinary and professional oversight. Together, these arrangements will provide assurance that practice learning is well coordinated, responsive to risk, and aligned with NMC standards.

103. In considering Standard 1.5, the visitor team met with representatives from each PLP and EP with the role as the nominated person for each practice setting with regards to actively supporting students and addressing their concerns. The visitor team also reviewed the PAD which documents for students the nominated person and their contact information.

104. In considering Standard 1.6, the visitor team reviewed evidence to confirm that students will be thoroughly prepared for practice learning through structured guidance and ongoing support, developed in collaboration with placement partners. All students will receive a comprehensive handbook which focuses on practice learning experiences at the start of the programme. The handbook and PAD outline the learning opportunities available in different settings, the structure of support in the placement environment, and clear procedures for escalation should concerns arise. The handbook specifies that students are supervised and assessed during their practice learning experiences by appropriately registered and prepared PSs and PAs, with oversight from a University-appointed AA. The documents also inform students to contact either their AA or UoW placement lead if they require support

whilst on placement. The visitor team reviewed evidence that each placement will be preceded by a structured preparation for practice session and a local induction to the placement setting. These activities will help students orient themselves, understand local expectations, and prepare to engage proactively with learning opportunities. Students will be expected to work collaboratively with their assessors to identify individual learning goals, which will be documented in the PAD. This process will help personalise the learning experience and promote student accountability and reflection. This comprehensive support infrastructure will ensure that students are well-informed, well-prepared, and able to engage meaningfully with learning opportunities throughout their practice learning experiences.

105. In considering Standard 1.7, the visitor team reviewed the programme handbooks which highlights that the curriculum is underpinned by a constructivist and experiential learning philosophy that encourages students to take ownership of their development through self-directed learning and critical reflection. Reference to empowerment is within several documents, including the programme handbook. The practice handbook has definitive information (Section 4.2) for students regarding their responsibilities for their learning and whilst in a range of practice learning environments, including to act professionally, to identify the limits of their own proficiency, seek and receive feedback appropriately, take responsibility for actions and adhere to the Code. It was also noted that within the PAD, students are required to undertake regular self-assessments and reflection exercises on their progress.

106. In considering Standard 1.8, the visitor team reviewed evidence within the scenarios developed by PSCs, placement pathways and the PAD that demonstrated students on the nursing associate programme will engage in broad-based interprofessional learning experiences designed to reflect the diversity of roles, responsibilities, and perspectives within contemporary healthcare settings. Practice learning experiences will expose students to a wide range of health and care professionals, including registered and non-registered staff, as well as PSCs. This will ensure that students understand the realities of working in multidisciplinary environments and can learn from different professional perspectives. Interprofessional learning opportunities will be formally recorded in placement audits and students will reflect upon these experiences within the PAD. During the visit to PLPs and EPs it was confirmed that interprofessional learning opportunities will include working with PSCs and other health professionals (registered and non-registered) and other students.

107. In considering Standard 1.9, the visitor team reviewed the practice-based learning handbooks, EDI policy and strategy and Quick Guide Quality Assurance Process Guidance for Placement Provision, which demonstrate UoW's commitment to EDI, and that the proposed nursing associate programme will be underpinned by this and supported by established systems to meet the needs of students from a wide range of backgrounds and circumstances. Programme design and delivery reflect the University's EDI policies, ensuring that the learning environment is accessible, respectful, and responsive to difference. Students will have access to support from the University's Disability Learning Support Team, who will coordinate adjustments in line with individual learning plans and ensure that both academic and practice staff are informed of students' needs. The Practice-Based Learning Handbooks for both the direct entry and apprenticeship routes will include detailed guidance on implementing reasonable adjustments in placement settings. These handbooks will provide clarity for students and placement providers, ensuring shared understanding of support expectations and escalation processes. UoW utilised NHS England guidance to inform tailored support strategies and to ensure inclusive supervision and assessment practices in both university and placement settings. These

provisions will ensure that students with disabilities or additional learning needs are able to participate fully in all aspects of the programme, in line with NMC expectations and the University's inclusive learning strategy.

108. In considering Standard 1.10, the visitor team reviewed the academic calendar and programme structure and found that these demonstrated a scaffolded approach to curriculum design, ensuring that students build knowledge and confidence progressively over time. Practice experience pathways and assessment frameworks will reflect this progression, guiding students from close supervision to increasing independence in practice. The PAD will be used throughout the programme and is divided into two distinct parts, enabling structured development and assessment aligned to each stage of training. This will allow for tracking of incremental progress and identification of students' readiness for more autonomous practice. Apprentices will benefit from protected learning time and formal tripartite review meetings involving the employer, student, and academic staff, helping to maintain tailored oversight of progress and workplace expectations. Together, these structures and processes will ensure that student learning is appropriately paced, individually responsive, and fully aligned with NMC expectations for professional growth.

109. In considering Standard 1.11, the visitor team reviewed the practice learning agreements, FtP regulations, good health and character declaration form and practice handbooks, which corroborate that registrants will make a significant and structured contribution to the delivery and oversight of practice learning within the proposed nursing associate programme in line with the Code. Practice learning agreements define the roles, responsibilities, and expectations of PSs, PAs, and students, supporting consistency across practice environments and reinforce accountability. The joint responsibilities for FtP and disciplinary procedures are clearly stated in the practice learning agreements between UoW and PLPs and EPs, allowing NMC registrants to act in accordance with the Code.

110. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Organisation of practice learning to enable the NMC standards to be met.

Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC-registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals.

2: Expectations of practice supervision

	Approved education institutions, together with practice learning partners, must ensure that:	Met	Not Met	Met after conditions
2.1	All students on an NMC approved programme are supervised while learning in practice.	☒	☐	☐
2.2	There is support and oversight of practice supervision to ensure safe and effective learning.	☒	☐	☐
2.3	The level of supervision provided to students reflects their learning needs and stage of learning.	☒	☐	☐
2.4	Practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people.	☒	☐	☐
2.5	There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences.	☒	☐	☐
2.6	Practice supervision facilitates independent learning.	☒	☐	☐
2.7	All students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.	☒	☐	☐

Findings

111. The visitor team considered a range of evidence for Standard 2 – Supervision of students including practice handbooks, PAD - parts 1 and 2, AA role guidance, Strategic Partnership Meeting minutes, UoW Continuous Improvement Framework, PLPLG SSSA documentation, Handbook of Academic Regulations, Programme Mapping, Placement Learning Strategy, Fitness to Register and Practice Regulations, Safeguarding in Practice Student Guidance for Healthcare Courses and University of Westminster and Educational Partnership Governance Structure.

112. In considering Standard 2.1, the visitor team reviewed a PLPLG approach to the implementation of the SSSA, practice handbooks, PADs, and practice pathways documents which provide assurance that all students will be supervised effectively while learning in practice. During the visit, discussions with the programme team and representatives from PLPs and EPs confirmed that planning of practice learning experiences is undertaken in partnership. During the visit, PLPs and EPs described the importance of supervising students in practice learning, this included discussion on carrying out PS and PA roles and responsibilities. SEPG with representatives from PLPs and EPs will ensure sufficient capacity and supervision for practice learning. UoW will use the PLPLG learning approach to the implementation of

the SSSA including the practice learning educational audit tool, which provides assurance that each PLP and EP has adequate provision for supervising students while learning in practice.

113. In considering Standard 2.2, the visitor team reviewed the standard placement agreement template that UoW will implement, which states the responsibilities of UoW as the education provider, and the PLP and EP responsibilities for the facilitation of practice learning including audit and evaluation. This template clearly articulates the support for learning and assessment, ensuring that all relevant staff are appropriately recruited, monitored, appraised and reviewed and the availability of facilities to support students undertaking placements ensuring support and oversight to ensure safe and effective learning. SEPG confirms a partnership approach for the support and oversight of practice learning supervision is adopted. During the visit, the visitor team triangulated the evidence provided to confirm that an academic team member, as practice lead, will have responsibility for organising practice learning experiences. SEPG meeting minutes confirm collaborative working to support the provision of practice learning experiences and the arrangements to ensure that practice learning supervision and assessment structures are in place. The evidence includes a practice learning agreement template which will be signed by PLPs and EPs to confirm a shared approach to ensuring quality standards and monitoring arrangements. During the visit, it was confirmed that PLPs and EPs will be invited to attend programme committee meetings to contribute to the processes of ensuring quality and continuous improvement. The Head of Nursing (Partnership) will attend the PLPLG which has a strategic responsibility for quality and capacity within practice learning environments. The practice learning educational audit tool will be used to assess the quality of the learning environment, including confirming placement and supervisory capacity. Students will have the opportunity to evaluate and comment on the provision and effectiveness of practice supervision through electronic placement evaluations.

114. In considering Standard 2.3, the visitor team reviewed the placement learning strategy document which confirmed that the level of supervision provided to students will reflect their learning needs and stage of learning. The provision of supervision during practice learning is overseen through the SEPG and the PLPLG, practice learning educational audit tool and the UoW placement team (administrator and lead). The standard placement agreement template that UoW will implement states that PLPs will make available facilities to support students undertaking practice learning experiences commensurate with their stage of learning. This will include access to multi-professional learning resources and information services and acknowledges that PLP and EP staff shall support a student and inform UoW to ensure adequate support is offered from all parties. During the visit, discussions with representatives from PLPs and EPs highlighted that levels of supervision can be adjusted on an individual basis should students require reasonable adjustments and for students at different stages of their educational journey.

115. In considering Standard 2.4, the visitor team reviewed the PAD, practice handbooks, practice learning educational audit tool, PLPLG raising concerns information and PLPLG roles and responsibilities, which demonstrate that policies and processes are in place to ensure practice supervision and learning experiences uphold the protection of the public and safety of people. UoW regulations underpin information for students in practice handbooks and the information provided in the PAD informs students that they are responsible for escalating any issues that they feel may pose a risk to patients or the public. The student's fitness to practise is documented in the PAD by PAs and PSs. Concerns raised by PLPs and EPs about a student's fitness to practise or fitness to study which may pose a risk to patient

safety or the public are managed though the UoW FtP processes. The practice learning educational audit tool helps to assure the safety of people, including carers, students and educators, and enables professional values to be upheld and documented.

116. In considering Standard 2.5, the visitor team reviewed the practice handbook and the PAD which confirm that UoW, EPs and PLPs work in partnership to assure the coordination of practice supervision and support during practice learning. The practice handbooks clearly state that the allocation of placements is the responsibility of the Placement Administrator under the oversight of the placement lead who is a registered nurse and academic with knowledge of practice learning and the requirements for ensuring allocation to a safe and effective practice learning environment. UoW has identified leads from the academic team to support practice learning with each PLP and EP, who will undertake a clinical link tutor role to build relationships with each area and to support students placed within these areas. The academic team will also have responsibility for co-ordinating PSs and PAs and for monitoring and maintaining quality assurance for their nominated placement areas. All placements are subject to practice placement educational audit which confirms the coordination of support and supervision of students. The practice learning educational audit tool provides evidence to assure sufficiency and continuance of support and supervision during placement learning by ensuring adequate numbers of PAs and PSs within each placement learning area. The continuity of supervision and support is assured through the PAD and the process of assessment outlined within it, which includes documentation of the identification of the student's learning needs and the agreed learning plan to achieve these. Within the PAD, the PS, PA and AA are identified. During the visit, discussions with representatives from PLPs and EPs highlighted that they are involved in ensuring safe and effective learning experiences.

117. In considering Standard 2.6, the visitor team reviewed evidence including the PAD, the PLPLG documentation and resources, which confirm that processes supporting practice supervision in turn supports independent learning during practice learning. Evidence demonstrates that PSs are trained and aware of the need for independent learning. The criteria for assessment of students are detailed in each part of the PAD and includes independent and reflective learning and progression from guided learning to independently practising with minimal supervision. The PLPLG handbook provides additional support for assessors about independent learning opportunities and their assessment. Handbooks inform students of their responsibilities to fully engage with all learning activities and to seek out learning opportunities, which are then recorded in the PAD. The programme specifications, module descriptors, programme and practice handbooks provide evidence to assure independent learning is embedded as students use reflective practice to link theoretical learning with practice experiences.

118. In considering Standard 2.7, the visitor team reviewed the PAD, practice learning educational audit tool and PLPLG evidence which demonstrates that practice learning will be arranged to enable students to experience a range of placements supervised by registered health professionals with appropriate knowledge and experience. The evidence confirms that the strategic approach to placement planning undertaken through the PLPLG will ensure the provision of PSs who are either registered nurses in one of the four fields or other registered health professionals. Students are able to identify their PS within the PAD. The PS will complete feedback documentation within the PAD. During the visit, discussions with representatives from PLPs and EPs confirmed that a range of placement

opportunities are available which will facilitate students being supervised by NMC registrants and other registered healthcare professionals.

119. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Expectations of practice supervision to enable the NMC standards to be met.

3: Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions
3.1	Serve as role models for safe and effective practice in line with their code of conduct.	☒	☐	☐
3.2	Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.	☒	☐	☐
3.3	Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills.	☒	☐	☐
3.4	Have current knowledge and experience of the area in which they are providing support, supervision and feedback.	☒	☐	☐
3.5	Receive ongoing support to participate in the practice learning of students.	☒	☐	☐

Findings

120. The visitor team considered a range of evidence for Standard 3 – Practice supervisors: role and responsibilities including but not limited to: the University of Westminster School of Life Sciences SEPG, practice handbooks, Programme Specification, NHS England's eLearning for Healthcare platform Practice Educator and Assessor Programme, Pan London Approach to the Implementation of SSSA, Apprenticeship Handbook, and Practice Learning Agreements

121. In considering Standard 3.1, the visitor team reviewed the Practice Educator and Assessor Preparation (PEAP) - eLearning for healthcare, placement agreement and practice learning educational audit tool which confirms that those supervising students (PSs) will be required to act as role models for safe and effective practice and will receive training and support to enable this. Placement agreements confirm the responsibilities of practice learning staff, including PSs and training received. All PSs will complete PEAP in which unit one explores PS understanding of their professional body requirements, including professional codes and professional practice. The completion of the full SSSA training and the two-yearly update is required for compliance, and this is recorded on the electronic staff roster system (ESR) which maintains a record of all mandatory and developmental training undertaken by the registrant. The completion of SSSA training is monitored through the PLPLG meetings.

122. In considering Standard 3.2, the visitor team reviewed PAD, OAR, PLPLG evidence to confirm that a regional approach has been developed to ensure standardised preparation and supervision practices across PLPs and EPs. Compliance is monitored for all registrants undertaking the SSSA roles through the ESR system, compliance is attained through completing the full face-to-face SSSA training and the biennial update. The PAD and OAR ensure that PSs operate within their scope of practice and can effectively support students in achieving learning outcomes. The evidence and discussions with the practice education teams during the visit confirm that all registered practitioners who take on the role of PS will be required to be

compliant with their own revalidation requirements.

123. In considering Standard 3.3, the visitor team reviewed the placement agreement, practice learning handbook and PAD which verify that PSs have opportunities to support and supervise students providing feedback on their progress to achieving the proficiencies provided in the PAD. The PS will support reflective discussions to enable students to critically analyse their experiences and align these to the proficiencies and programme outcomes which will then be documented in the PAD. The practice learning handbook explains the roles of the PS reinforcing the need for structured supervision and assessment, ensuring that students are supported appropriately.

124. In considering Standard 3.4, the visitor team reviewed PAD, OAR and practice learning agreements which demonstrate that PSs will have current knowledge and experience of the area in which they are providing support, supervision and feedback. There is evidence by the adoption of the PLPLG approach to the implementation of the SSSA which will enable PSs to understand their scope of practice in supporting students to achieve the required proficiencies which are detailed in the PAD and the OAR. The PLPLG provides a map of resources available to develop their role as a PS. The placement agreements set out the expectations for PSs to engage in professional development identified as part of their performance development reviews and registration with relevant regulatory bodies.

125. In considering Standard 3.5, the visitor team reviewed the PAD and governance framework. Meetings during the visit with PSs confirmed the availability of time to complete their duties although some acknowledged that this can be challenging. The efficacy of PSs will be reviewed using formal feedback mechanisms which require students to evaluate their supervision experiences; these include the evaluation of practice learning experiences. Further analysis of the PS role will be completed through a review of the PAD by the AA and EE. Data from evaluations will be shared with PSs to inform their future practice. Governance oversight will be the remit of the SEPG which will be responsible for creating and monitoring action plans to address any concerns arising from student evaluations which impact placement learning experiences.

126. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Practice supervisors: role and responsibilities to enable the NMC standards to be met.

4: Practice supervisors: contribution to assessment and progression

	Approved education institutions, together with practice learning partners, must ensure that practice supervisors:	Met	Not met	Met after conditions
4.1	Contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising.	☒	☐	☐
4.2	Contribute to student assessments to inform decisions for progression.	☒	☐	☐
4.3	Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising.	☒	☐	☐
4.4	Are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.	☒	☐	☐

Findings

127. The visitor team considered a range of evidence for Standard 4 – Practice supervisors: contribution to assessment and progression, including the PAD and OAR, digital platform information, practice handbooks, AA Role Guidance, and MoUs.

128. In considering Standard 4.1, the visitor team reviewed the PAD and guidance documents, OAR and practice handbook which provided evidence to confirm that PSs will have the opportunity to record relevant observations on conduct, proficiency and achievements. The PAD provides specific templates designed to enable documentation by PSs, ensuring a structured approach to monitoring student conduct and proficiency. The practice handbook outlines the roles and responsibilities of the PS, reinforcing their involvement in assessment and progression discussions. The PEAP is designed to prepare PSs to contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency, and achievement of the students they are supervising. During the visit, PSs confirmed that training is embedded as part of the preceptorship programme and that there is a 7.5 hours study day, based on eLearning provided by PLPLG, to be completed before a PS workshop.

129. In considering Standard 4.2, the visitor team reviewed the PAD and OAR as evidence which verified that a PS would confirm student achievement, non-achievement, and proficiency. The PAD provides structured templates that require PSs to record observations, ensuring their feedback is considered when making progression decisions. OAR documents scaffold the PS role in facilitating student practice learning and contribution to assessment in practice, thus contributing to decision-making regarding student progression.

130. In considering Standard 4.3, the visitor team reviewed practice handbooks, documents, programme handbooks, PADs and OARs. The visitor team also reviewed the preparatory course for PSs which evidences the roles and

responsibilities of the PS alongside that of the PA and AA and the importance of collaborative working in the assessment of students. Templates and scheduled touchpoints in the PAD and OAR ensure collaboration between the PS, PA, and AA and education audits will actively monitor collaboration between PAs and PSs. During the visit, the programme team confirmed that annual training updates will reinforce role understanding and communication effectiveness.

131. In considering Standard 4.4, the visitor team reviewed the PLPLG Raising Concerns Facilitator Guide, the UoW FtP regulations and the academic regulations and PAD. This demonstrated that processes would allow PSs to appropriately raise and respond to student conduct and competence concerns. The PAD provides guidance and processes for PSs who escalate concerns about a student's conduct or performance. The placement agreement explicitly states that the PLP or EP must inform the University as soon as possible if concerns arise regarding a student's conduct, attendance, or fitness to practise. This ensures early intervention and collaborative problem-solving, with a structured improvement plan to monitor progress.

132. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Practice supervisors: contribution to assessment and progression to enable the NMC standards to be met.

5: Practice supervisors: preparation

	Approved education institutions, together with practice learning partners, must ensure that practice supervisors:	Met	Not met	Met after conditions
5.1	Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment	☒	☐	☐
5.2	Have understanding of the proficiencies and programme outcomes they are supporting students to achieve.	☒	☐	☐

Findings

133. The visitor team considered a range of evidence for Standard 5 – Practice supervisors: preparation including PLPLG evidence, the PAD and OAR and PEAP.

134. In considering Standard 5.1, the visitor team reviewed the PAD and practice handbook and PLPLG information which provides clear evidence of structured training, preparation pathways, and ongoing support mechanisms for PSs. The PAD provides clear explanations of programme requirements and proficiencies, ensuring that PSs and students have access to the same information. This transparency supports consistency in supervision and assessment. UoW submitted a timeline of roadshows to provide updates and professional development opportunities to inform PSs about programme expectations and best practices in teaching and assessment. Additionally, PSs can access support networks, including practice education facilitators and academic link tutors, who offer guidance and support through the PLPLG.

135. In considering Standard 5.2, the visitor team reviewed the practice handbook and PAD which confirms that annual curriculum and learning in practice updates are available to assist PSs maintain and develop their skills. These updates include discussions on changes to the curriculum, best practices, and challenges in student supervision. PSs receive structured training on the programme, learning outcomes, and assessment expectations. Training includes online and face-to-face options, ensuring accessibility and flexibility. Annual updates keep PSs informed about curriculum changes and best practices. PSs will also be provided with a copy of the programme handbooks ensuring clarity and consistency.

136. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Practice supervisors: preparation to enable the NMC standards to be met.

Assessment of students and confirmation of proficiency

Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.

6: Assessor roles

	Approved education institutions, together with practice learning partners, must ensure that:	Met	Not met	Met after conditions
6.1	All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme.	☒	☐	☐
6.2	All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies.	☒	☐	☐
6.3	Nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice.	☐	☐	☐
6.4	Midwifery students are assigned to practice and academic assessors who are NMC registered midwives.	☐	☐	☐
6.5	Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice.	☐	☐	☐
6.6	Nursing associate students are assigned to practice and academic assessors who are either an NMC registered nursing associate or an NMC registered nurse.	☒	☐	☐
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards.	☐	☐	☐
6.8	Practice and academic assessors receive ongoing support to fulfil their roles.	☒	☐	☐
6.9	Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.	☒	☐	☐

Findings

137. The visitor team considered a range of evidence for Standard 6 – Assessor roles including PAD - parts 1 and 2, Practice handbook, Practice Learning Agreement, PLPLG information, Learning Environment Audit, Terms of Reference Practice

Partnership, Practice Supervisor Workshop Facilitator Guide, and Annual Personal Development Review.

138. The visitor team did not review Standards 6.3, 6.4, 6.5 and 6.7 as these Standards are not related to nursing associates, therefore out of scope for this review.

139. In considering Standard 6.1, the visitor team reviewed the PAD, AA role guidance, practice handbook, and practice learning educational audit tool. The PAD confirms that there are clear policies and procedures detailing the governance and allocation of AAs throughout a student's journey as aligned with the student-facing documents. The AA role guidance clearly confirms that the identified AA will be communicated to the student via their PAD. Implementation of the PLPLG audit tool provides assurance for a different nominated AA for each part of the education programme.

140. In considering Standard 6.2, the visitor team reviewed the practice learning agreement, PAD, practice handbook, practice learning educational audit tool and training resources. The evidence indicates that there is a nominated PA who has undertaken preparation for their role allocated to each student. The PA responsibilities are identified in the practice handbook. The PA is responsible for the formal assessment in the practice learning placement. A comprehensive training plan for PAs is evident within the PLPLG resources. Information for the students on who their nominated PA will be whilst on placement is available in the PAD. PAs are informed about the curriculum and updates to this via the Practice Partnership Forum. There is clear and robust evidence from PLPs and EPs of their registers detailing relevant staff that are trained in the roles, and this data is also monitored via the placement audit processes.

141. In considering Standard 6.6, the visitor team reviewed the PAD, practice handbook and AA role guidance. The visitor team confirmed that there is a clear process for the allocation of PAs and AAs who are NMC-registered nurses. PLPs maintain a register of eligible PAs whilst AAs are selected from UoW appropriately qualified staff. PAs and AAs are provided with training utilising the PLPLG resources. The AA role guidance states the responsibilities of AAs, the criteria to be identified and selected as an AA and preparation for the role of AA. The Head of Nursing will provide a report to the SEPG on the monitoring of process, the EE recommendation and any other comments from moderation of the PAD and liaise with PLPs and EPs to evaluate and discuss any improvements to process.

142. In considering Standard 6.8, the visitor team reviewed the Annual Personal Development Review, AA role Guidance, PAD, practice handbook, and PLPLG guidance and resources. The visitor team confirmed that there is evidence that UoW works in partnership with their PLPs and EPs to prepare PAs for their roles. The PAD specifies the need for PAs to have the appropriate registration and experience. The practice handbook outlines the roles and responsibilities of PA and AAs, as does the PAD. AAs receive ongoing support from line managers and have a workload allocation to enable them to be effective in their role. AA role guidance details training requirements and opportunities for this role and provides an opportunity to discuss their role as an AA is provided via the appraisal process. AAs have an annual appraisal where training needs are identified. During the visit, PAs were able to confirm their responsibilities, training and ongoing support.

143. In considering Standard 6.9, the visitor team reviewed the PAD, practice handbook, PLPLG approach on raising concerns and guidance. The visitor team confirmed that formal processes exist within the practice learning document to support PAs and AAs to raise concerns regarding a student's conduct, proficiency and achievements.

AAs and PLPs have access to a flow chart to aid their decision-making when a concern is raised. The PAD provides further information on this process explaining when and how to raise a concern. A review of the documentation demonstrates that the process will be effectively managed in partnership between UoW and EPs and PLPs. EPs and PLPs were able to inform the visitor team how they manage and raise a concern if they had one and were clear about the processes in place to enable them to do this. Senior managers have an overview of such incidence and of the support available to staff and for students within the PAD and practice handbook.

144. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Assessor roles to enable the NMC standards to be met.

7: Practice assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions
7.1	Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning.	☒	☐	☐
7.2	Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors.	☒	☐	☐
7.3	Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources	☒	☐	☐
7.4	Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing.	☒	☐	☐
7.5	A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	☒	☐	☐
7.6	There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression.	☒	☐	☐
7.7	There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression.	☒	☐	☐
7.8	Practice assessors have an understanding of the student's learning and achievement in theory.	☒	☐	☐
7.9	Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.	☒	☐	☐
7.10	Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.	☒	☐	☐
7.11	Practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.	☐	☐	☐

Findings

145. The visitor team considered a range of evidence for Standard 7 – Practice assessors: responsibilities including PADs, OAR, practice handbook, student handbook, Practice Educator and Assessor Preparation (PEAP) – e-learning for

Healthcare, PSC meeting minutes, SEPG minutes and programme specifications.

146. In considering Standard 7.1, the visitor team reviewed the PAD, practice handbooks and PA guidance which confirm the evidence provided that there are systems and processes in place that ensure PAs can conduct practice-based assessments and will confirm that students have achieved or not achieved the required proficiencies. The approved PAD has been adopted by UoW to record student progression, proficiency attainment and log the student practice hours. The practice handbook articulates to students the role of the PA and highlights how PAs will conduct assessments in a practice learning environment. UoW has submitted evidence both in the student handbooks and the PA guidance which provides guidance on the role of the PS in supporting PAs in the practice assessment process. This ensures that AAs and PSs can conduct a comprehensive assessment of students and ensures that informed decisions regarding the student's achievement of proficiencies are made and recorded. UoW confirmed that all practice assessments are undertaken in accordance with the PAD.

147. In considering Standard 7.2, the visitor team reviewed the student handbooks, OAR and PLPLG resources which confirm that there are systems and processes in place to ensure that all student assessment decisions by PAs are informed by feedback from PSs. By collating information from the PS, the PAs have a firm evidence base which informs the assessment process. UoW confirmed in the student handbooks that PSs contribute to the assessment process of students and that practice staff are acting in accordance with the SSSA. Hosting the PAD on the electronic system enables PAs to facilitate both a review and monitoring of the student's progress in real time based on feedback recorded by the PS. UoW has produced practice handbooks which fully articulate the role of the PS and how they contribute to the overall assessment process. Feedback from PAs and PSs contributes to the student's overall assessment. UoW confirmed that PA and PS training is undertaken and that they have produced guidance for PSs and PAs to ensure that feedback is aligned with the NMC standards.

148. In considering Standard 7.3, the visitor team reviewed the OAR which confirms that PAs will record practice assessments, student conduct, student proficiencies and achievement. UoW confirmed that all PAs will receive appropriate training and annual updates, and this is evidenced in the PEAP ensuring that PAs can carry out and record evidence-based assessments of students' achievement of proficiencies and professional values. The PAs are required to draw on the student's records, directly observe and have clear records of discussion with the PS and AAs to make an objective and evidenced-based assessment decision. The PAD records student learning, assessment and progress throughout the programme, and will be used to record student proficiencies in the initial, midpoint, and final interview/assessment.

149. In considering Standard 7.4, the visitor team reviewed the practice learning agreement, policies for staff development and study leave from EPs and PLPs. Together with discussions with the programme team and representatives from EPs and PLPs, it is confirmed that EPs and PLPs will assume responsibility for ensuring the PAs maintain current knowledge and expertise relevant for the proficiencies and outcomes for nursing associates. This is outlined within the practice learning agreement, which highlights that PAs will be provided with professional development opportunities to increase their knowledge and skills. All PAs have current NMC registration and discuss their roles with their line manager as part of their personal development and NMC revalidation. During the visit, the programme team confirmed that PLPs and EPs maintain a register of PAs to ensure that students are allocated to only appropriately trained and qualified PAs.

150. In considering Standard 7.5, the visitor team reviewed practice handbooks, the PAD, AA role guidance, programme specifications and the practice learning agreement. The placement agreements between UoW and PLPs and EPs commit to the requirements of the SSSA. The visitor team also reviewed evidence around guidance for the AA role which highlights the communication structures between the PA and AA, achievement of proficiencies, or any concerns regarding a student's conduct. The programme handbooks and the programme specifications identify the progression points for students on the nursing associate programme. The progression points are at the end of each year of academic study on completion of all required elements of the programme. The PAD identifies the roles and responsibilities of the PA and AA, and collaboration required between the PA and AA to evaluate the students' performance and recommendation for progression. This recommendation to progress is ratified at the University's award and progression board.

151. In considering Standard 7.6, the visitor team reviewed the PAD, PAD user guides, OAR and practice handbooks which demonstrated that there are several opportunities during placements for PAs to periodically observe the student so that decisions for assessment and progression can be made. Practice handbooks clearly articulate the role of the PA in confirming and recording objective, evidence-based assessments of students' conduct and proficiency while periodically observing the student. The practice handbooks clearly state that assessment in practice will occur across a range of placements. PAs will observe student conduct in accordance with the SSSA requirements and as detailed within the PAD and the PAD guidance. Planned observations and assessments will take place, and these will include formal assessments as well as informal interactions. This will enable PAs to gain a firm understanding of the student's capabilities, skills and knowledge.

152. In considering Standard 7.7, the visitor team reviewed the PAD and OAR, PLPLG resources, FtP regulations and UoW academic regulations. PLPLG clearly guides PAs regarding gathering feedback from PSs, PSCs and others to facilitate decisions regarding assessment and progression. By using the PAD, PAs are enabled to carry out evidence-based assessments on students based on feedback received from other healthcare staff, PSCs, and other PAs and PSs. The PAD clearly articulates proficiencies, professional values, episodes of care, medicines management, PSC feedback, as well as inter-professional learning. Following feedback, the PA will confirm that the student has or has not achieved their proficiencies, professional values, episodes of care, and medicines management. The decision on whether the student progresses is documented in the PAD and the OAR. This is then ratified by the assessment board.

153. In considering Standard 7.8, the visitor team reviewed evidence including SEPG minutes, practice handbooks, module specifications, and curriculum documentation which have information regarding the theory and assessment for students' learning. The nursing curriculum is co-produced with representatives of PLPs and EPs. This collaborative approach to curriculum development will ensure that PAs and the wider practice education community are aware of how the theoretical aspect of the programme supports practice learning. It was confirmed during the visit that PAs will also have access to all course documentation, for example programme handbooks, practice handbooks and module information. UoW has planned a series of dissemination events aimed at all practice education staff, including PAs. These events will ensure that practice education staff are fully aware of the key elements of the programme. UoW has created several forums aimed at ensuring practice

educators are fully involved in the monitoring and evaluation of the programme. These include a curriculum development and implementation group, SEPG and practice partnership forum. UoW has become a member of the PLPLG and additionally PAs may participate in a new partnership forum with meetings held quarterly with UoW so that EPs and PLPs and other stakeholders can be updated about the wider issues that impact on students' learning. UoW has provided terms of reference for this group.

154. In considering Standard 7.9, the visitor team reviewed the PAD, OAR and AA role guidance which informs that processes are in place to enable communication and collaboration between PAs and AAs. For example, if concerns are raised about a student's progress the PA and AA will arrange a face-to-face meeting with the student. In the final placement, prior to progression, the PA, AA and student will meet to discuss progress in theory and practice and consider recommendation for progression. This process is explained in the PAD and OAR. The AA role guidance articulates the need for regular communication between the PA and AA.

155. In considering Standard 7.10, the visitor team reviewed the placement and student handbooks which evidenced that PAs are not simultaneously the PS or AA for the same student. This is also articulated in the PA, PS, and AA roles and responsibility guidance that was reviewed by the team. The practice handbooks clearly state that the allocation of placements is the responsibility of the placement administrator under the oversight of the placement lead who is a Registered Nurse and academic with knowledge of practice learning and the requirements for ensuring safe and effective practice learning experiences.

156. The visitor team confirms that Standard 7.11 is not applicable for nursing associate programmes and therefore out of scope for this review.

157. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Practice assessors: responsibilities to enable the NMC standards to be met.

8: Practice assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice assessors:		Met	Not met	Met after conditions
8.1	Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes: 8.1.1 interpersonal communication skills, relevant to student learning and assessment 8.1.2 conducting objective, evidence-based assessments of students. 8.1.3 providing constructive feedback to facilitate professional development in others, and knowledge of the assessment process and their role within it.	☒	☐	☐
8.2	Receive ongoing support and training to reflect and develop in their role.	☒	☐	☐
8.3	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	☒	☐	☐
8.4	Have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.	☒	☐	☐

Findings

158. The visitor team considered a range of evidence for Standard 8 – Practice assessors: preparation, including the PAD, OAR, practice handbooks, Governance Framework Nursing Associate Course, PLPLG information, AA Role Guidance and Governance Framework Nursing Associate Course.

159. In considering Standard 8.1, the visitor team reviewed the PLPLG Terms of Reference, PAD and PLPLG training resources and guidance which demonstrate that PAs receive preparation for their role. There is assurance in the form of a practice learning agreement that PAs are given the time to undergo training and development for their roles thereby helping to ensure that there is a commitment to training of PAs. PAs also have access to a mix of online learning and face-to-face workshops and resources provided by the PLPLG. The PAD provides clear explanations of student proficiencies and programme requirements, ensuring that both the PAs and students have access to the same information.

160. In considering 8.1.1, UoW and PLPs confirmed during the visit that PAs receive preparation for their role, and that this preparation includes development around interpersonal communication skills, relevant to student learning and assessment. The PLPLG training resources and guidance demonstrates that PAs receive preparation for their role, including interpersonal communication skills, conducting objective assessment, providing constructive feedback, and information of the assessment process. The PAD guide also references the communication processes required when assessing and giving feedback to students.

161. In considering Standard 8.1.2, there are online resources and facilitated resources available for PA training from PLPLG and NHS England. Annual updates will also affect the ongoing support and training to reflect and develop PAs in their role. The

guide to using the PAD also provides guidance for PAs regarding providing constructive feedback in the form of reflective questions.

162. In considering Standard 8.1.3, the visitor team endorses that PAs will undertake preparation to provide constructive feedback to facilitate professional development and knowledge of assessment processes through the online resources and facilitated resources available for PA training from PLPLG and NHS England. PA preparation training and updates will draw on the resources provided by the PLPLG. Scenarios will be utilised which should enable participants to reflect on and develop their feedback methods.

163. In considering Standard 8.2, the visitor team reviewed the PLPLG resources, practice learning agreements and MoUs. UoW is also committed to ensuring that PAs receive ongoing support and training to reflect and develop in their role by signposting to the PLPLG guidance and resources. UoW has planned events with PAs and the practice education staff. The PLPLG approach to the implementation of SSSA clearly states the ongoing support and training is a requirement and responsibility for PAs. The practice learning agreements set out the responsibilities of UoW and its PLPs, and this should ensure that the SSSA are implemented, and that PAs should have ongoing support and training to reflect and develop in their role. The MOUs signed by UoW and PLPs support their commitment to implementing the SSSA and to provide ongoing support to PAs. During the visit, representatives of PLPs and EPs confirmed that ongoing training is embedded into preceptorship and through collaborative training programmes between UoW and PLPs and EPs.

164. In considering Standard 8.3, the visitor team confirmed that UoW will work collaboratively to ensure PAs continue to proactively develop their professional practice and knowledge in order to fulfil their role. UoW has a series of planned partnership roadshow events to ensure that PLPs, including PAs, have a comprehensive understanding of the programme. The programme handbooks and programme specifications provide detail of the programme outcomes which have already been disseminated to the SEPG. UoW has stated that it will develop partnership forums that will offer PAs the opportunity to proactively develop their professional practice and knowledge to fulfil their role and UoW has provided the terms of reference for the SEPG and PLPLG. During the visit, the programme team confirmed that it will work collaboratively to ensure PAs continue to proactively develop their professional practice and knowledge in order to fulfil their role. They have stated that this will be achieved through ongoing training, reflective practice, and access to professional development opportunities aligned with the SSSA.

165. In considering Standard 8.4, the visitor team reviewed evidence including programme handbooks, programme specifications and the PAD. UoW has provided a series of planned partnership roadshow events to ensure that EPs and PLPs, including PAs, have a comprehensive understanding of the programme. The programme team also held co-production events with stakeholders (including PAs) around curriculum design and content which will have provided them with a clear understanding of the programme aims and the learning outcomes and they have helped shape the curriculum and content so that they fully understand what the students must achieve. Programme handbooks, programme specifications and PADs are also available for PAs which provide information regarding programme learning outcomes and assessment. Discussions during the visit with the programme team and PLPs and EPs confirmed that formal processes have been established and agreed between UoW, EPs and PLPs to share necessary information so students may be assessed fairly.

166. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Practice assessors: preparation to enable the NMC standards to be met.

9: Academic assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions
9.1	Academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.	☒	☐	☐
9.2	Academic assessors make and record objective, evidence- based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources.	☒	☐	☐
9.3	Academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming.	☒	☐	☐
9.4	The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	☒	☐	☐
9.5	Academic assessors have an understanding of the student's learning and achievement in practice.	☒	☐	☐
9.6	Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.	☒	☐	☐
9.7	Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.	☒	☐	☐

Findings

167. The visitor team considered a range of evidence for Standard 9 – Academic assessors: responsibilities including the Academic Assessor Role Guidance, All England NAPAD Guide, Practice handbooks, programme specifications, Academic Calendar FdSc Nursing Associate Programme, Nursing Associate Placement Pathway, PAD and OAR, Academic Regulations, Assessment and Feedback policy, Professional Development Review annual PDR, and job descriptions.

168. In considering Standard 9.1, the visitor team reviewed the practice handbooks and guide which clearly detail the AA responsibilities and their role in confirming student achievement of proficiencies and programme outcomes. UoW AA role guidelines provide detailed support for the role, and the communication processes involved in collating and confirming student achievement of the proficiencies and programme outcomes in the academic environment for each part of the programme. The AA guidance confirms the assessor will have knowledge of and understand the programme structure and progression points through the programme specifications and programme handbooks. Progression points are indicated on the academic

calendar and align with the end-of-year assessment and progression award boards. The AA will confirm progression to the UoW examination board.

169. In considering Standard 9.2, the visitor team reviewed the PAD and OAR which provided evidence to demonstrate that AAs will conduct evidence-based evaluations of students' achievement of proficiencies and professional values. These decisions are supported by student records, direct observations, self-reflection, and other resources. The academic assessment processes are detailed in the PAD as well as the process of assessment and recording of proficiency, especially during the initial, midpoint, and final interviews/assessments. The AA's role in the assessment process and the moderation of the PAD is detailed in the AA role guidance.

170. In considering Standard 9.3, the visitor team reviewed AA role guidelines as well as job descriptions which demonstrates that UoW has systems in place to ensure that AAs are appropriately recruited and adequately prepared to fulfil their role. Academic contracts and job descriptions demonstrate that staff will be qualified educators. During the visit, the senior managers articulated the qualifications and experience that any appointments to the position of AAs in the school require. UoW actively supports all staff development to ensure their professional growth and knowledge remain current through the annual professional development review.

171. In considering Standard 9.4, the visitor team reviewed the practice handbook, the PAD and AA role guidance which demonstrate that the nominated AA works in partnership with a nominated PA to evaluate and recommend the student for progression for each part of the programme. The practice handbook and the PAD identify the roles and responsibilities of the AA and the PA in evaluating student progression from each part of the programme. The AA role guidance sets out the communication structures between the AA and the PA, for example in relation to progression, achievement of proficiencies, or concerns regarding a student's conduct. The AA role guidance confirms that AAs will participate in the ongoing monitoring and review of a student in collaboration with the PA, implementing a tripartite approach to practice assessment for apprenticeship students. The PA will liaise with the AA at the beginning and mid-point of the student's placement to check progress and discuss any necessary action. The AA will have a formal discussion with the PA and the student during the mid-point phase of the student's practice learning experience, which may be face-to-face or online and documented in the PAD.

172. In considering Standard 9.5, the visitor team reviewed the practice handbook, PAD and OAR which demonstrates that when completed, AAs will have an understanding of the student's learning and achievement in practice. The PAD and OAR provide a structured framework for AAs with clear information regarding student learning outcomes and assessment criteria regarding levels of achievement in practice.

173. In considering Standard 9.6, the visitor team reviewed the programme handbooks, programme specifications, and academic calendar, AA role guidance and PAD which demonstrate the progression points for communication and collaboration between the AA and PA. The UoW AA role guidance articulates the communication structures between the AA and PA, particularly in relation to progression, achievement of proficiencies, or concerns regarding a student's conduct. This will align with student progression milestones. These interactions will occur at critical junctures, such as the beginning, midpoint, and end of each part of the programme or practice placement, ensuring timely discussions about the student's performance and development as articulated within the PAD. Structured meetings facilitated

through in-person, virtual, or written communication will allow assessors to share observations, review practice and academic evidence, and align their evaluations.

174. In considering Standard 9.7, the visitor reviewed the PAD and practice handbook which confirm that each student is assigned a separate PS, PA and AA. The practice handbook clearly states that the AA cannot be the same person as either the PS or PA. The AA role rotates annually and oversees student progress via PAD checkpoints. Hosting the PAD on a digital platform will allow the Placement Lead and administrator to facilitate both a review and monitoring of the allocation of AA and PS, PA per student. During the visit, the programme team confirmed this process will be in place.

175. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Academic assessors: responsibilities to enable the NMC standards to be met.

10: Academic assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that academic assessors:	Met	Not met	Met after conditions
10.1	Are working towards or hold relevant qualifications as required by their academic institution and local and national policies.	☒	☐	☐
10.2	Demonstrate that they have achieved the following minimum outcomes: 10.2.1 interpersonal communication skills, relevant to student learning and assessment 10.2.2 conducting objective, evidence-based assessments of students 10.2.3 providing constructive feedback to facilitate professional development in others. 10.2.4 knowledge of the assessment process and their role within it.	☒	☐	☐
10.3	Receive ongoing support and training to reflect and develop in their role.	☒	☐	☐
10.4	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	☒	☐	☐
10.5	Have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.	☒	☐	☐

Findings

176. The visitor team considered a range of evidence for Standard 10 – Academic assessors: preparation, including the annual Professional Development Review (PDR), and job descriptions, staff CVs, Education Strategy 2023-2029 and Academic Assessor Role Guidance.

177. In considering Standard 10.1, the visitor team reviewed job descriptions and personal specifications related to those staff who would take on the AA role demonstrating that AAs would be academics with an NMC registration and have a teaching qualification or working towards one. Within the School of Life Sciences, there is a professional body register. This maintains records of staff affiliations, their required PSRBs, and the courses they are linked to. It was clear that all appointed programme staff will hold or as part of their development within the post will complete the relevant qualifications to undertake the role of AA.

178. In considering Standard 10.2, the visitor team reviewed the AA role guidance which details the responsibilities, expectations and preparation of AAs. The AA guidelines have been developed in partnership with EPs and PLPs and the PLPLG. The guidelines have been developed to outline how the AA role will be prepared, developed and operated within the UoW. The auditing of students' PADs will form the basis of both annual updates for AAs but also inform individual staff development reviews. Staff are also directed to the PLPLG resources including

workshops and guides as well as roles and responsibilities. Academic staff are NMC registrants and have a teaching qualification which helps support their role as an AA.

179. In considering Standard 10.3, the visitor team reviewed mandatory training documents for staff and confirmed that UoW has an annual professional development review system in place to annually evaluate performance. Revalidation with the NMC is facilitated in this review process. UoW staff must complete mandatory training. The completion of this mandatory training is monitored by line managers who follow up with individual staff if these are not completed. AAs are required as part of this to attend regular updates and complete initial preparation for the role. UoW is part of the PLPLG, and these meeting outcomes are incorporated into local updates.

180. In considering Standard 10.4, the visitor team reviewed the AA role guidance and professional development review which confirm that there are clear details of expectations of developing practice knowledge from staff which is monitored by the annual development reviews and consistent presentation across all documentation. The school holds a professional body register which highlights professional registration of staff.

181. In considering Standard 10.5, the visitor team reviewed the AA role guidance, governance framework and academic regulations which confirmed that AAs will have access to all programme documentation and will be involved in the implementation and delivery of the programme. AAs will attend the Course Committee held twice per year as detailed in the academic regulations which will further inform their understanding of issues that relate to learning and achievement in practice as this forum will discuss feedback from students. During the visit, the senior managers and programme team identified that the AAs would attend programme curriculum development and implementation group where discussions regarding the development and monitoring of the programme will be held.

182. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 2 SSSA: Academic assessors: preparation, to enable the NMC standards to be met.

PART 3: Standards for pre-registration nursing associate programmes (PRNA)

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
1.1	Confirm on entry to the programme that students: 1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice 1.1.2 demonstrate values in accordance with the Code 1.1.3 have capability to learn behaviours in accordance with the Code 1.1.4 have capability to develop numeracy skills required to meet programme outcomes 1.1.5 can demonstrate proficiency in English language 1.1.6 have capability in literacy to meet programme outcomes 1.1.7 have capability for digital and technological literacy to meet programme outcomes.	☒	☐	☐
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.	☒	☐	☐
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.	☒	☐	☐
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	☒	☐	☐
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 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.	☒	☐	☐

Recognition of prior learning metrics

Programme specifications for both direct entry and apprenticeship programmes state that both theoretical and relevant experiential learning may be used to RPL up to 50% of the programme.

Applicants will have to complete a minimum of 600 hours of care-related experience in support of any RPL claim.

Findings

183. The visitor team considered a range of evidence for Standard 1 – Selection, admission and progression including but not limited to the Admissions Policy, Admissions Process Regulated Programmes, Equality, Diversity and Inclusion Policy, programme specifications, interview questions, Experts by Experiences group Terms of Reference, programme mapping, Good Health and Character Declaration Form, student handbooks, Fitness to Practise Regulations 2024-25 and RPL policy.

184. In considering Standard 1.1, the visitor team confirms that UoW has developed clear and inclusive admissions procedures aligned with NMC standards for the proposed nursing associate programmes. Applicants will be required to meet academic and professional entry criteria, including holding Level 2 qualifications in English and mathematics, and appropriate Level 3 qualifications. Selection will involve a values-based interview to assess alignment with the Code, including professionalism, person-centred care, and the potential to develop behaviours and values required for safe and effective practice. The admissions process will incorporate assessment of written components of applications and personal statements and collaborative interview panels involving academic staff (NMC registrants), and representatives from PLPs, EPs and PSCs. Capability in literacy and numeracy will be evaluated through shortlisting and review of qualifications. Applicants' English language proficiency will be assessed through written and verbal components of the application process, while digital literacy will be tested implicitly via the online application process (VLE). UoW has also taken steps to ensure accessibility for applicants from underrepresented groups, with signposting to preparatory resources and alignment with institutional Equality, Diversity and Inclusion (EDI) policies. During the visit, the senior managers confirmed the support of a UoW outreach team to provide advice and guidance to potential applicants.

185. UoW has articulated clear entry criteria (1.1.1) for the proposed nursing associate programmes. The admissions policy sets out requirements and expectations in a transparent and accessible format. Recruitment and selection processes for both

the direct entry and apprenticeship routes include occupational health checks and DBS clearance, ensuring the selection of applicants who demonstrate professionalism, integrity, and the ability to provide safe and compassionate care. Applicants will be required to submit a personal statement as part of the application process, which, alongside the interview, is used to assess their capability to meet the values and behaviours required for safe and effective nursing associate practice. UoW emphasised that this approach is designed to identify candidates who are aligned with the Code. The involvement of EPs is a key component of selection for the apprenticeship route. During the visit meetings, EP representatives explained that applicants are subject to an internal recruitment and initial interview before being referred to UoW for a conjoint selection process. UoW retains oversight of final admissions decisions to ensure all applicants meet the entry requirements and NMC standards.

186. UoW has developed a values-based recruitment process that aligns with the Code and is designed to identify applicants who demonstrate the values essential to safe and compassionate nursing associate practice. As part of the admissions process, applicants will be required to participate in a values-based (1.1.2) interview through which they will be expected to reflect on personal experiences and demonstrate their understanding of person-centred care, the NHS 6Cs, and, where relevant, social care values. Interviews will be conducted jointly by academic staff and representatives from PLPs to ensure relevance and consistency across academic and clinical settings. UoW will also involve PSCs, who have contributed to the development of interview questions and will, where feasible, participate directly in interview panels. Applicants will be required to disclose any cautions, convictions, or regulatory matters at interview, and successful candidates will then be referred for occupational health screening and DBS checks in accordance with statutory safeguarding requirements. This planned, multi-layered approach provides assurance that UoW will admit applicants who demonstrate values in accordance with the Code, and who are suitably prepared for professional practice as nursing associates.

187. The visitor team agrees that UoW has designed an admissions process intended to assess applicants' capability to learn and develop behaviours (1.1.3) consistent with the Code. During the values-based interview, candidates will be asked to draw on personal experiences to demonstrate insight, resilience, and self-awareness, all of which are foundational to professional development and behaviour. Interview panels will seek evidence of reflective thinking and personal motivation, asking candidates to explain why they believe they will be effective in the role of a nursing associate and how they will manage the academic, professional, and emotional demands of the programme. This approach will help to ensure that those admitted to the programme have the potential to meet the behavioural expectations of the profession. As with other aspects of the admissions process, the involvement of PSCs in the design and delivery of interview activities will support a holistic and values-driven approach to selection.

188. UoW has established admissions criteria to ensure that applicants will possess or have the capability to develop the numeracy skills (1.1.4) necessary to meet the outcomes of the nursing associate programme. All direct entry applicants will be required to hold a Level 2 qualification in mathematics at the point of entry and will be assessed during the selection process to confirm their suitability for the programme, including their understanding of the nursing associate role. In line with UoW's commitment to widening participation and its EDI Policy, the admissions approach will balance rigour with accessibility to applicants from underrepresented groups. Entry requirements, including expectations for numeracy, will be clearly

published and accessible for both the direct entry and apprenticeship routes. Apprenticeship applicants will additionally be required to meet the ESFA rules, including confirmation of eligibility for public funding and the required minimum levels of prior attainment, as outlined in the apprenticeship handbook. This structured and inclusive approach will ensure that all admitted applicants have the capability to develop the numeracy skills necessary to progress successfully through the programme and achieve the required outcomes.

189. UoW has set out clear processes to ensure that all applicants will be able to demonstrate the level of English language (1.1.5) proficiency required to succeed on the nursing associate programme. All applicants will be required to hold a Level 2 qualification in English and will be assessed for communication and language skills as part of the values-based interview process. Direct entry applicants will need to demonstrate not only the required qualification but also the ability to communicate effectively and insightfully about the nursing associate role. These requirements are clearly stated in the programme specifications. Apprenticeship route applicants will also be required to meet English language and literacy standards as set by the ESFA, and these expectations are clearly defined in the apprenticeship handbook. UoW's approach aligns with NMC requirements while also supporting its broader commitment to widening participation and advancing equality, diversity and inclusion. This dual emphasis on academic qualification and practical communication skills will help ensure that all admitted students are equipped to engage effectively in both academic learning and professional practice.

190. The visitor team confirms that UoW has outlined procedures to ensure that applicants will demonstrate the literacy capability (1.1.6) required to meet the outcomes of the nursing associate programme. Literacy skills will be assessed during the shortlisting stage through the applicant's supporting statement and further confirmed through the written elements of the application. This approach will provide an early indication of applicants' ability to communicate effectively in written English, supporting academic success and professional competence.

191. The UoW has taken a multi-layered approach to ensuring that applicants will have, or can develop, the digital and technological literacy (1.1.7) necessary to meet the outcomes of the nursing associate programme. Digital capability will be implicitly assessed during the application process, which is conducted online. The curriculum is designed to embed digital skills development throughout the programme. Students will engage with key platforms and tools, including the system for practice documentation, the platform for medicines management, and VLE for accessing learning materials, submitting assessments, and participating in course communications. Digital learning is further supported through the use of simulation suite activities and scenario-based teaching designed to develop competence in digital healthcare environments. The curriculum helps ensure that students become confident, digitally literate practitioners able to navigate evolving technological demands in health and social care. Recognising that some applicants may be returning to education or may have variable digital confidence, UoW will signpost prospective students to freely available preparatory resources. These are intended to support equitable access and readiness for digitally supported learning.

192. In considering Standard 1.2, the visitor team reviewed documentary evidence to confirm that UoW has outlined robust procedures to ensure that all students will demonstrate good health and character on entry to, and throughout, the nursing associate programme. The guidance for the recruitment, selection, and admissions process for healthcare courses has definitive information regarding admission to the nursing associate programmes. This includes confirmation that admission will not be

made until there is evidence of an occupational health assessment and Enhanced DBS check. For direct entry applicants, occupational health screening will be conducted via UoW's contracted Occupational Health provider, while for apprenticeship route applicants, this will be managed by the employer who will provide UoW evidence of the DBS confirmation. DBS checks will be managed centrally by UoW. Where cautions, warnings, or convictions are disclosed, a panel comprising academic and PLP representatives will review the case in accordance with the University's Fitness to Practise Regulations and Admissions Policy. Throughout the programme, students will be required to complete a Good Health and Character Declaration at the end of each part and again at the point of completion. During the visit, the programme team confirmed that students will make this declaration in the PAD which will be monitored by the Head of Programme. If a student's circumstances change in a way that may affect their health or character, they will be expected to notify their PT. Any information shared in this context will be managed in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy. Final confirmation that a student is fit for registration will rest with the Head of Nursing (External Approval Processes), based on recommendations from the Progression and Award Board and confirmation from the Programme Leader and AA that all programme requirements, including those relating to good health and character, have been satisfactorily met.

193. In considering Standard 1.3, the visitor team explored programme handbooks, induction material and relevant module information which demonstrated that UoW has established clear mechanisms to ensure that students will be informed of their ongoing responsibility to declare any cautions, convictions, or regulatory determinations, in line with NMC requirements. The University's Admissions Policy also includes a dedicated section on the disclosure of criminal convictions, emphasising the obligation for applicants to self report and outlining the steps the University will take to manage such disclosures in a fair, proportionate, and lawful manner. In cases where disclosures are made, UoW will follow a clearly defined procedure within the FtP Regulations involving a panel review to determine what actions, if any, are required to mitigate risk or support the student. These processes will ensure that students are appropriately informed and supported to uphold professional standards throughout the programme.

194. In considering Standard 1.4, the visitor team reviewed evidence to confirm that UoW has developed a clear governance process to ensure that declarations of health and character will be made by a designated registered nurse in accordance with NMC requirements. The Head of Nursing will be responsible for confirming health and character at each Progression and Award Board, prior to submission for NMC registration. This final sign-off will be based on confirmation from the Programme Leader and AA that the student has demonstrated the required standards of conduct, achievement, and suitability. This role is defined in the University's AA role guidance, which outlines the responsibility to verify professional readiness before health and character declarations are made. Students will be required to complete declarations at the end of each part of the programme, with oversight by their PT and the Head of Programme. Students under investigation for academic or professional misconduct will not be submitted to the NMC until the matter is resolved. This process will apply equally to both direct entry and apprenticeship students.

195. In considering Standard 1.5, the visitor team reviewed documents that confirm that UoW will permit RPL of up to 50% of the programme. This will include both relevant prior certificated learning (RPCL) and relevant experiential learning (RPEL), provided it can be rigorously mapped to the SoPNAs and the programme's learning

outcomes. Applicants seeking RPL will be required to complete a structured mapping exercise using the University's formal RPL documentation. The process will ensure that only applicants whose prior learning maps to the required proficiencies are eligible for RPL consideration. The University's RPL policy sets out the operational framework for submitting and reviewing RPL claims. All applications will be considered on an individual basis in accordance with University regulations, and the Admissions Policy reinforces this approach. Applicants will be supported in the process by admissions tutors, programme leaders, or other members of the academic team. Information about RPL eligibility, including the 50% cap and experiential learning requirement, is published on the University's website, UCAS pages, Admissions Policy and Programme Specification. This approach will ensure a rigorous, transparent, and supportive process for recognising prior learning while safeguarding the integrity of the programme outcomes.

196. In considering Standard 1.6, the visitor team saw evidence to demonstrate that UoW has embedded structured and progressive support across the proposed programme to enable students to develop the numeracy, literacy, and digital literacy skills required for safe and effective practice. Students will receive dedicated support in Year 1 modules to build foundational literacy and numeracy skills, including embedded activities and formative feedback opportunities. Numeracy development will be reinforced through the Medicines Management module, where students will be required to pass the numeracy assessment with a score of 100%, reflecting the importance of accuracy in medicines administration. Digital literacy will be a core component of learning, with students engaging with various digital platforms from the outset, digital assessments and the VLE integrated into programme delivery throughout. Programme specifications and structure documents confirm that the development of numeracy, literacy, and digital skills will be scaffolded across Levels 4 and 5 through taught content, applied learning, and formative and summative assessment opportunities. As outlined in the practice handbooks, AA guidelines and PAD, AAs will play a key role in monitoring student progression in these core skill areas placement. Where students are identified as requiring additional support, targeted interventions will be arranged to ensure they remain on track to meet programme outcomes. This comprehensive approach will ensure that students are well-supported in developing the core capabilities essential to safe and effective nursing associate practice.

197. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 3: 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
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	☒	☐	☐
2.2	Comply with the NMC Standards for student supervision and assessment.	☒	☐	☐
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for nursing associates.	☒	☐	☐
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.	☒	☐	☐
2.5	Set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes.	☒	☐	☐
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).	☐	☐	☒
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.	☒	☐	☐
2.8	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	☒	☐	☐
2.9	Ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.	☒	☐	☐

Curriculum requirements

The proposed programme adheres to the NMC programme hours requirements of 2,300 hours and programme length of two years. The module and programme specifications, programme planner and handbooks demonstrate 50% theory and 50% practice learning. Students will have 1,150 hours of theory and 1,150 practice.

Findings

198. The visitor team considered a range of evidence for Standard 2 – Curriculum including the Equality, Diversity and Inclusion Policy; Practice Partner Forum Terms of Reference (ToR); Student Voice ToR; Expert by Experience ToR; Interprofessional Learning Strategy; University of Westminster and Educational Partnership Governance Structure; programme specifications; PAD parts 1 and 2; Practice handbooks; programme assessment mapping and Learning Outcomes and Assessment Strategy.

199. In considering Standard 2.1, the visitor team confirmed compliance with the SFNME as evidenced in Part 1 of this report. This is evidenced through the nursing associate PAD and the OAR which is approved for universities delivering nursing associate programmes. The PLPLG has mapped practice learning against the SNAP and SoPNA. Students are supported to achieve practice learning outcomes during practice learning experiences and via preparation for practice sessions. The practice handbook provides students with information about the requirements for practice learning experiences. The requirements for nursing associates in relation to protected learning time is provided for apprenticeship nursing associates. Practice learning experiences are organised between the placement office at UoW and in liaison with PLPs who are part of the PLPLG. UoW provided evidence to demonstrate the adoption of the PLPLG approach to SSSA and the use of the PAD. During meetings, the visitors explored the investment in staffing, noting that by year four of the course, there was a projected number of 110 students, with a ratio of 22 students per member of staff. Assurances were sought that investment in staffing was a guaranteed part of the school's investment plan, with the budget completed and ring-fenced. A technical post has been developed to support skills and simulation activity. It was acknowledged that not all academic staff had the required expertise, hence the need to recruit, and new academic posts would be advertised to ensure that only NMC registrants were appointed. The school acknowledged the complexity of the new roles and confirmed that the role specifications had been drafted and could be advertised once the courses were approved, and that some initial expressions of interest from suitably qualified individuals had been received. However, the visitor team made recommendation (R1) that the appointment of appropriately qualified and experienced people for nursing associate programme continues to be managed, notifying the NMC through the exceptional reporting process of any delays or concerns associated with this.

200. In considering Standard 2.2, the visitor team confirmed compliance with the SSSA as evidenced in Part 2 of this report. Programme documents clearly highlight how students will be supported by appropriately prepared academic and practice staff who contribute to the programme as educators and assessors. UoW provides evidence to demonstrate the adoption of the PLPLG Approach to the implementation of the SSSA and the use of the PAD. The documentation reviewed also highlighted how staff supporting learning during the student's practice learning experiences are provided with training to support their roles as PSs and PAs. During the visit, the programme team confirmed the adoption of the PLPLG approach to SSSA. The resources reviewed from the PLPLG demonstrate that training includes information to ensure that PSs and PAs are familiar with the processes for the supervision and assessment of students. During the visit, discussions with representatives from PLPs and EPs provided assurance of adherence to SSSA and assurance that students would be supervised and assessed in line with SSSA expectations.

201. In considering Standard 2.3, the visitor team reviewed programme documentation and comprehensive mapping which clearly indicated how programme learning outcomes mapped against the SoPNAs. It was evident that proficiencies are fully mapped to year one and two modules. Learning outcomes are provided at Levels four and five for each route and demonstrate the learning to be achieved throughout each of the two academic years.

202. In considering Standard 2.4, the visitor team reviewed the structure documents of both routes and module specifications which demonstrate students on each route will study a non-field specific nursing associate programme. The programme and module specifications demonstrate generic cross-field content and health conditions across the lifespan. The programme learning outcomes provided in the programme specifications are mapped across the four fields of nursing at Levels four and five. Scenarios developed with PSCs to support an enquiry-based learning approach include field and lifespan detail in the content; these are used to support module one in year one. The anatomy and physiology included at Level four includes a life-span approach by including a range of systems and topics related to growth, development and ageing to include puberty and perimenopause, genetics and genomics. A life-span approach continues in year two as students are introduced to physical, mental and cognitive and developmental needs which arise across the lifespan.

203. In considering Standard 2.5, the visitor team reviewed programme and module specifications and found that learning aims and outcomes reflect the general and professional content for registered nursing associates. The module specifications provide information about the individual modules and indicate how these facilitate and promote the skills required to meet person-centred, holistic care needs and provide safe nursing care to diverse people across the lifespan. Mapping documentation confirmed that the modules are mapped to the programme learning outcomes and to the SoPNAs. The programme embeds innovation and technology as key parts of the curriculum, helping ensure students are also equipped to deliver care in a digital healthcare setting. The theme of well-being and resilience also runs throughout the programme. This is to help ensure that graduates of the programme are resilient healthcare workers and help to ensure resilience in those receiving care. Students will study three 20-credit theory modules each year and one 60-credit professional practice module that includes practice learning. The modules presented demonstrate an incremental approach to learning with a focus on understanding person-centred care and the biopsychosocial approach to health in year one, with the focus changing to managing ill-health and evidence-informed practice in year two. Year two also has a module which supports the nursing associate students' transition to becoming a registered nursing associate.

204. In considering Standard 2.6, the visitor team confirmed that the programme structure enables all students to complete 2,300 hours of learning, and programmes are designed to ensure students will undertake a minimum of 1,150 hours of theoretical learning and 1,150 hours of practice-based learning. Programme documents confirm the programme length of two years which is sufficient to allow nursing associate students to meet the required proficiencies and the award of a foundation degree. Those on the apprenticeship route will complete one study day at UoW for off-the-job learning and one study day for off-the-job learning for protected learning time, with 1.5 practice hours per week when not engaging in external practice learning experiences. The programme structure and the duration of each block of study or term are the same for the direct entry and apprenticeship routes, with students scheduled 45 weeks of learning in each year with seven weeks' annual leave. Module specifications, the programme specifications, and the academic calendar demonstrate the equal split between theory and practice

learning in the programme. Documentary analysis and discussions at the visit did not provide assurances that there was established processes for the monitoring of theory hours. Based on the information made available, the visitor team considers that UoW will have in place the appropriate arrangements for Standard 2.6 to be met, subject to meeting **condition (C1)** which requires UoW to provide assurance of the oversight and process for the management and completion of programme hours for theory. This includes a mechanism to enable students to complete recovery hours for missed theory sessions. The programme documents should advise students of learning activities to be completed to meet the learning outcomes which are sufficient to allow students to be able to meet the SoPs and ensure programme requirements are met and are consonant with the award of Foundation degree.

205. In considering Standard 2.7, the visitor team reviewed programme specifications and programme structure documentation to confirm that both direct entry and apprenticeship routes are designed to meet the required 50% academic and 50% practice learning balance. The programme specifications demonstrate that content has been structured to ensure an equal balance between academic credit and time allocated to theory and practice.

206. In considering Standard 2.8, the visitor team reviewed programme documents which confirm plans to provide technology-enhanced and simulation-based learning opportunities to support learning and assessment. In response to a request for additional evidence, UoW provided architect plans to indicate the development of clinical simulation suites which are being planned for completion before the first cohort of nursing associate students commence their programmes. Visitors were provided with a guided tour of the spaces where the clinical skills rooms would be developed and the UoW senior team confirmed the finances to support the development has been allocated specifically for this. The senior team was able to confirm the availability of other space which could be used for the teaching of clinical skills should there be a delay on completion.

207. The visitor team considered Standard 2.9 and confirmed that the nursing associate programmes will not form part of an integrated programme.

208. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 3: 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
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.	☒	☐	☐
3.2	Ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.	☒	☐	☐
3.3	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	☒	☐	☐

3.4	Ensure that nursing associate students have protected learning time in line with one of the following two options:
	
	3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice
	
	3.4.2 Option B: nursing associate students, via work-placed learning routes:
	
	    3.4.2.1 are released for a minimum of 20 per cent of the programme for academic study
	
	    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
	
	    3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.
		☒	☐	☐

Practice learning requirements

Apprentices must be released by the employer for at least 20% of the programme for academic study with a minimum of 1,150 hours of clinical practice learning, with 460 hours dedicated to external practice learning experiences. In line with option B, the remainder of the required programme hours are protected learning time.

The direct entry programme consists of at least 2,300 hours over two years split equally between theory and practice. A minimum 1,150 hours will be in practice learning across the two years of the programme.

Findings

209. The visitor team considered a range of evidence for Standard 3 – Practice learning including the Nursing Associate Placement Pathway, SEPG terms of reference and minutes, PAN London Practice Learning Environment audit, programme specifications, PAD, Parts 1 and 2, programme planners, and mapping of the programme learning outcomes to the four fields of nursing and across the lifespan.

210. In considering Standard 3.1, the visitor team reviewed audits of the practice setting documentation and programme documentation including practice handbooks, placement planners which confirm that areas used for practice learning experiences are subject to quality assurance and are monitored through a structured process. The PAD and OAR documents confirm that practice learning is quality assured and aligned with SoPNAs. The practice handbook formalises student support and preparation for practice learning placements. The evidence details clear mapping of experiences for students to deliver safe, effective care to a diverse range of people across the lifespan in a variety of settings across the programme and module outcomes which provide robust assurances that the students will be able to meet the holistic needs of the people in their care. These experiences will be monitored via the learning plan and tripartite reviews for the apprenticeship pathway. All students will experience opportunities across the lifespan through placement allocation and have the opportunity to engage with practice-based scenarios developed by PSCs. However, the visitor team made **recommendation (R2)** that UoW continue to develop the UoW PSC group to ensure local communities are represented to reflect the diverse range of people across the lifespan and in a variety of settings in which the nursing associates will be learning and working. Placement capacity has been developed with PLPs and EPs to cover the lifespan with details within the PAD and programme specifications. The assessment process ensures that students develop across a range of placement settings. The review of documentary evidence, together with discussions with the programme team and practice staff, confirm that there are opportunities that will allow students to develop and meet SoPNAs to allow students to deliver safe and effective care.

211. In considering Standard 3.2, the visitor team reviewed module specifications which highlighted delivery of opportunities across the lifespan and the health and social care system. The visitor team viewed evidence such as module specifications, practice handbooks and student handbooks which demonstrate that students will also engage in simulation at intervals across the programme and this provides exposure to the four fields of nursing. Placement capacity has been developed with EPs and PLPs to cover the mapping of the four fields of nursing and the lifespan experiences across the programme, and module outcomes provide robust assurance that the students will experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.

212. In considering Standard 3.3, the visitor team confirmed that the admissions process highlights that applicants are offered reasonable adjustments. A request for reasonable adjustments will be made with PLPs and EPs so they can assess the support students require, confirm patient safety is not compromised, and ensure students are fully supported in practice to facilitate achievement. Following the Occupational Health Assessment, UoW may need to assess the need for referral to student services for reasonable adjustments and fitness to study. In discussions during the visit with the programme team and PLPs and EPs, they were able to articulate that there were clear mechanisms in place to ensure that reasonable adjustments would be accommodated, including consideration to allocation of practice learning experiences. The practice handbook details for students'

information reasonable adjustments and their placement allocation. During the visit, EPs and PLPs highlighted use of a placement tracker which was then demonstrated to the visitor team. The placement tracker highlighted how data regarding reasonable adjustments will be captured.

213. In considering Standard 3.4, the visitor team reviewed evidence in the programme specification and practice handbook which confirms that direct entry students will be supernumerary when they are learning in practice (option A). Supernumerary practice will be monitored through student evaluation feedback, placement audit and feedback from PAs and PSs. Those on the apprenticeship route will be released for a minimum of 20% of the programme for academic study and have protected learning time (option B). The practice handbook states that students on the apprenticeship route are allocated 7.5 hours/week, which are identifiable in the academic calendar.

214. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 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
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	☒	☐	☐
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	☒	☐	☐
4.3	Ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme.	☒	☐	☐
4.4	Provide students with constructive feedback throughout the programme to support their development.	☒	☐	☐
4.5	Ensure throughout the programme that students meet the Standards of proficiency for nursing associates.	☒	☐	☐
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%.	☒	☐	☐
4.7	Assess students to confirm proficiency in preparation for professional practice as a nursing associate.	☒	☐	☐
4.8	Ensure that there is equal weighting in the assessment of theory and practice.	☒	☐	☐
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.	☒	☐	☐

Findings

215. The visitor team considered a range of evidence for Standard 4 – Supervision and assessment including the module specifications, PAD, OAR, practice handbook, student programme handbooks, external examiner guidance, Personal Tutoring Policy, Nursing associate Co-production Strategy, Academic Assessor Role Guidance, Enquiry-based Learning Strategy, Assessment Map and Nursing Associate Placement Pathway.

216. In considering Standard 4.1, the visitor team reviewed evidence such as the module specifications, programme handbooks and practice handbooks which demonstrate that there is both academic and administrative resources to support the programmes. However, the visitor team makes **recommendation (R3)** that UoW undertake a detailed review of all documentation to ensure it is fit for publication, following guidance that will be provided by Quality and Standards (UoW) on behalf of the panel. It was noted that this was a joint recommendation with the AEI. During the visit, the Head of College and Head of School gave a firm commitment that appropriately qualified and experienced staff would be employed to deliver the

programmes as enrolments increased. The curriculum development has been informed by a range of external and internal experts drawn from the field of health and life science related disciplines, including nursing, and is informed by clinical practitioners and PSCs. A curriculum development and implementation group, whose membership comprises University staff, representatives from all employers and practice learning partners, experts by experience and students, has already met to develop the curriculum as evidenced by minutes of meetings and will continue to oversee the implementation and ongoing development of the curriculum. UoW has stated that the programme team will comprise two Heads of Nursing, a senior lecturer and two lecturers, all of whom are NMC registrants.

217. During the visit, senior leaders provided assurance that UoW is fully invested in programme outcomes and delivery. UoW has provided support for the development of the programme including financial investment which has been earmarked to support the development of the programme and refurbishment of teaching and learning spaces. Additional evidence regarding physical resourcing was requested and in response UoW submitted architectural plans – a schedule of works for the refurbishment of space. This includes a commitment to investing in development and fully equip the new clinical simulation suites. Visitors were provided with a guided tour of the spaces where the clinical skills rooms would be developed and the UoW senior team confirmed the finances to support the development have been allocated specifically for this. The senior team was able to confirm contingency in place should there be any delay.

218. In considering Standard 4.2, the visitor team reviewed PLPLG resources such as guidance, training, case study scenarios, roles and responsibilities for PAs, PSs and AAs. This highlighted that the support, supervision, learning and assessment provided by UoW and its PLPs and EPs complies with SSSA. Practice learning agreements will be utilised across all PLPs and these outline the quality assurance responsibilities and the roles of the PAs and PSs in contributing to assessment and progression of students. The AA will scrutinise the PAD in line with AA guidance. PAs will be assigned for relevant practice learning experiences. UoW is working with PLPs and EPs on the implementation of the new programme and to ensure preparation is undertaken to support implementation, including PA and PS readiness. UoW has stated that it will offer an induction process for existing and new PSs and PAs. This programme will utilise the resources developed by the PLPLG to ensure that support, supervision, learning and assessment comply with SSSA.

219. In considering Standard 4.3, the visitor team reviewed the CVs of the Heads of Nursing. CVs confirmed that the registered nurse responsible for directing the education programme is a registrant. The Head of Nursing (external processes) is also the NMC official correspondent.

220. In considering Standard 4.4, the visitor team observed evidence that students will receive feedback from all modules in both theory and practice and at the end of each programme year. Students will receive feedback on all assessments, as detailed in the module handbooks. Feedback is provided in both formative and summative formats and in both verbal and written formats. UoW will also utilise Turnitin to provide feedback on course work. Students will be offered three structured feedback opportunities during the initial, midpoint, and final interview of their practice learning experiences. Students will be allocated a PT and an AA who will also provide relevant feedback for students. The role of PT is detailed in the student programme handbooks. Feedback will also be provided by PSCs and other staff when students are debriefed following simulated learning experiences. UoW stated that PSCs will be involved in tutor groups exploring students' PADs alongside

their AA. Within the ePAD, PSCs will provide feedback to students whilst on their placement learning experience. Students on the apprenticeship route also have four tripartite meetings as detailed within the progress review handbook. These meetings will involve the employer (PA), the student and their AA.

221. In considering Standard 4.5, the visitor team reviewed programme specifications, module specifications along with the indicative content, which demonstrates how students will meet the SoPNAs. The programme and modules have been clearly mapped against the proficiencies. UoW will utilise a range of practice learning experiences and by doing so will facilitate opportunities for students to meet the SoPNAs during completion of their programme. The breadth of practice learning opportunities will enable students to develop the skills and knowledge to deliver care to individuals across all age groups or the lifespan with an opportunity for learning across the lifespan in all modules through the learning materials, activities and practice applications that students must participate in. The PAD has also been mapped to the SoPNAs, including Annexes A and B as evidenced in the mapping documentation provided.

222. In considering Standard 4.6, the visitor team reviewed the student handbooks, module specifications and assessment mapping, all of which confirmed that the programme includes a health numeracy assessment related to nursing proficiencies and an assessment related to medicines calculation and management with a pass mark for this assessment being 100%. The programme incorporates health numeracy in year one. Students are also required to complete an academic literacy workbook as part of the summative assessment, and this will include numeracy work. Medicines management and healthcare literacy, including numeracy calculations, are also addressed in the modules related to professional practice. It is in year two that students are expected to achieve 100% in medicine calculations. UoW has currently opted to use a digital platform for this assessment. Students are also required to undertake medicines management assessment in practice, which includes a calculation assessment. This is documented within the PAD.

223. In considering Standard 4.7, the visitor team reviewed the handbook of academic regulations, course-specific regulations, programme and module specifications, which highlighted how students are assessed to ensure that they meet the proficiencies in preparation for professional practice as a registered nursing associate. The academic regulations outline the progression requirements for students and that all programme outcomes and modules must be passed. UoW confirmed that there is no condonement permitted on NMC-approved programmes in either theory or practice. UoW also highlights the involvement of EEs in scrutinising and providing feedback on the assessment process. The programme specifications and academic regulations outline the requirement for students to achieve all programme and module learning outcomes. The module specifications, mapping documentation and the assessment matrix provide evidence of where all programme learning outcomes and SoPNAs are delivered and assessed. The PAD documents achievement of all the SoPNAs, including final confirmation of achievement of Annexe A and B skills to the level of knowledge required to enable the nursing associate to care for individuals across the lifespan. The Head of Nursing and the programme leader will review individual student progression to ensure accuracy before the data is presented at the progression and award examination board.

224. In considering Standard 4.8, the visitor team reviewed module specifications, the programme specifications and the programme planner which identified the equal split between assessment in theory and practice learning. UoW stated that the

pre-registration nursing associate programme is designed to integrate theory and practice. The programme comprises three 20-credit theory modules and one 60-credit professional practice module in each year which offers a balance of credits for both theory and practice. There will be a balance of theory and practice hours across each level of the programme, with a minimum of 575 hours of practice located within the 60-credit professional practice modules, one for each part of the programme.

225. In considering Standard 4.9, the visitor team noted that all proficiencies are recorded in an OAR. The OAR will provide evidence of the achievement of proficiencies as students progress through their programme. The OAR summarises the students' achievements in each placement and alongside the PAD provides a comprehensive record of professional development and performance in practice. The achievement of the proficiencies is recorded in the PAD and OAR. Students will be encouraged by their PA and AA to refer to their OAR to set objectives for learning in practice and to reflect on progress as part of the evaluation. The PA completes the summary page at the end of each placement and completes the progression statement at the end of each year. The AA will confirm the completion of each placement, add comments, and complete the progression statement at the end of each year. The AA will liaise with the PA to confirm progression at the end of each year documenting the outcome in the OAR. Communication will be scheduled for this to occur and may be face-to-face or through other communication methods. If the student has not achieved the assessment to progress, the PA and AA will liaise and complete an action plan. In line with expectations of the NMC SSSA, the student will have a different AA for each year of the programme, who will provide continuity and an overview of student achievement to inform progression. If there is cause for concern regarding the student's performance, the AA will agree an action plan.

226. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 3: 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
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.	☒	☐	☐
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.	☒	☐	☐

Findings

227. The visitor team considered a range of evidence for Standard 5 – Qualification to be awarded including, but not limited to, programme specifications, student handbooks, School Admissions Process for healthcare courses, Course Specific Regulations FdSc Nursing Associate, programme mapping, AA role guidance and module specifications.

228. In considering Standard 5.1, the visitor team reviewed the programme specifications which documents that the minimum award for both the direct entry and apprenticeship routes will be a Foundation Degree in Nursing Associate (FdSc) comprising 240 credits (120 Level 4 credits and 120 Level 5 credits), delivered over two years. The programme specifications clearly state that successful completion of the full award will enable students to apply for NMC registration as a nursing associate. Students who exit the programme after achieving 120 credits at Level 4 will be awarded a Certificate in Healthcare Studies; however, this exit award will not confer eligibility for NMC registration.

229. In considering Standard 5.2, the visitor team reviewed the programme handbooks, student handbooks and module specifications which demonstrate that UoW has put in place multiple mechanisms to ensure that students will be informed of the requirement to register their award with the NMC within five years of completion. The programme specifications confirm that this information will be communicated through programme handbooks, and final-year preparation sessions. The requirement will also be clearly stated on the VLE, ensuring that students have ongoing access to accurate regulatory guidance. AAs will reinforce this message in their discussions with students as part of their responsibility to advise on professional progression and registration requirements. In addition, students will be made aware of the five-year registration deadline during induction, with this information revisited at key progression points and final year taught sessions. This multi-point communication strategy will ensure students are fully informed of their obligation to register with the NMC within the required timeframe.

230. Based on the information made available, the visitor team considers that UoW has in place the appropriate arrangements for Part 3: Qualification to be awarded to enable the NMC standards to be met.