

Programme Major Modification report

Section one

Programme provider name:	Anglia Ruskin University
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	Foundation Degree Nursing Associate (Direct Entry, Full-time) Foundation degree nursing associate programme (part time work-based apprenticeship)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
Academic level of current programme:	
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5

	<input type="checkbox"/> N/A		
Academic levels of modified/additional programme(s)/route(s):			
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	21 August 2019		
Date(s) of NMC approval of any modifications since last approval:	4 May 2022		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>18 March 2024</td> </tr> <tr> <td>18 March 2024</td> </tr> </table>	18 March 2024	18 March 2024
18 March 2024			
18 March 2024			
Date of modification:	23 November 2023		
Type of modification:	Visit		
QA visitor(s):	Registrant Visitor: Lesley Saunders		

Section two

Summary of review and findings

Anglia Ruskin University (ARU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) offering a pre-registration nursing associate (NA) foundation degree in science (FdSc) programme, with direct entry and apprenticeship routes. The original programme was approved on 21 August 2019.

The approved NA programme was modified on 4 May 2022 to deliver the programme from a new satellite site at the College of West Anglia (CoWA), Kings Lynn.

ARU present a modification of the approved apprenticeship and direct entry routes to restructure the programme following a review of their nursing and NA provision.

Programme documentation and the modification visit confirm the restructure includes an increase in university and colleges admission service tariff for direct entry students. The rationale for this is to improve the levels of attainment for these students and reduce student attrition. The modification also proposes an update of all modules in both programme routes and a change to the format of external practice placements for students on the apprenticeship route resulting in shorter and more frequent practice placements. A mandatory 'step into healthcare' module is introduced prior to admission to each route. This provides early signposting to resources to improve standards of academic writing, numeracy and information technology (IT) skills and an increased understanding of the role of the NA. Overall programme outcomes are unchanged.

The apprenticeship route is delivered from the Peterborough, Cambridge, CoWA Kings Lynn and Chelmsford sites. The direct entry route is delivered from the Cambridge and Chelmsford sites. The apprenticeship route has two cohorts per year and delivery starts in March and September at all sites. The direct entry route has one cohort per year starting in September at both sites.

The NA apprenticeship route is delivered in 30 hours per week over 20 calendar months. Local workforce need at the Cambridge site of delivery requires students on the NA apprenticeship route to attend the programme for 26 hours per week therefore the programme at this site is delivered over 24 calendar months. Documentation confirms the apprenticeship route includes an overall total of 2340 hours, equally balanced between theory and practice learning.

The direct entry route is a full-time programme delivered over two academic years. The programme plan follows the academic calendar and provides an overall total of 2400 hours, equally balanced between theory and practice learning. Students on this route aren't employees in a healthcare setting.

The programme for all cohorts includes the same programme content. The students on the direct entry route are taught separately from the students on the apprenticeship route. The programme team tell us this encourages the students to develop a cohort identity.

The visit is undertaken face to face.

No new employer partners (EPs) are proposed as part of this modification.

Documentation and the modification visit confirm that there's evidence of collaboration with a wide range of stakeholders, including EPs, practice learning partners (PLPs), practice supervisors and practice assessors, students and people who use services and carers (PUSCs).

Documentation and the modification visit confirm partnership working with EPs and PLPs to respond to system regulator report outcomes and to ensure a safe and effective learning environment for students in practice. The programme team, EPs and PLPs tell us regular meetings are held with to review any outstanding concerns in practice learning environments, to develop action plans as necessary and to provide feedback to students about progress.

Programme documentation provides equality, diversity and inclusion (EDI) data. Data provided is from FdSc NA direct entry programme route and FdSc NA apprenticeship programme route. Achievement rates in minority ethnic populations are lower than in white populations. This is flagged at institutional level and work is ongoing to decolonise the curriculum and to support students from the minority ethnic groups. The recruitment, teaching and learning and assessment strategies are all designed to ensure a socially and culturally inclusive experience for students.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. Partnership agreements between EPs, PLPs, ARU and other regional AEs and arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The modification is recommended to the NMC for approval subject to one university condition. The university make two recommendations.

Updated 20 December 2023:

ARU provide evidence to confirm the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Revise the student handbook to include greater context of practice around the NA role, mapping the student journey, including contextualising the assessment design. (University condition)</p>
Date condition(s) to be met:	5 January 2024
Recommendations to enhance the programme delivery:	Recommendation one: Make greater use of direct contact with PUSCs, qualified NAs and registered nurses in embedding understanding of and learning

	<p>from lived experience, within compulsory aspects of the course. (University recommendation)</p> <p>Recommendation two: Continue employer engagement to promote the role of the NA via the direct entry route, toward positive employability outcomes for graduates from the course. (University recommendation)</p>
Focused areas for future monitoring:	Review attrition and employability data for students on the direct entry route.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
ARU provide evidence to confirm the university condition is met.	
Condition one is now met.	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Clarification provided on the approved EPs for the NA programme.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	20 December 2023

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration nursing associate programmes (NMC 2018, updated 2023)</p> <p>Standards of proficiency for nursing associates (NMC, 2018)</p>

NMC Programme standards

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)

[QA Handbook](#) (NMC, 2022)

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Programme documentation and evidence from the modification visit confirms effective partnership working between ARU and their PLPs, EPs, PUSCs and students.

Programme documentation and the modification visit confirm the proposed modifications to restructure the NA programme following a review of nursing and NA provision at ARU are developed in collaboration with EPs and PLPs.

Documentation and evidence at the modification visit confirms that practice placement agreements, apprentice commitment statements and satisfactory practice placement audits ensure the quality of the practice placement experiences. The agreements commit ARU, PLPs and EPs to the provision of safe and supportive learning environments for students on the NA programme.

PLPs and EPs confirm they're fully aware of the requirements for supernumerary status for the direct entry students on placement and protected learning time for apprenticeship students and comply with these requirements.

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

Communication between academic assessors and practice assessors is via the electronic placement assessment document (PAD). The programme team tell us they're strengthening this and ensuring that there's two-way communication at touch points during each practice placement experience. This enables the academic assessor and practice assessor to identify delays to completion of documentation and to offer appropriate support. Programme documentation and the modification visit confirm there's partnership working via a bi-monthly practice education committee. This includes practice leads from EPs and PLPs and members of the programme team at ARU. The programme team, senior nurses and practice education staff tell us there are suitable systems, processes and resources in place to ensure safe and effective coordination of learning within practice learning environments.

Documentary evidence and the modification visit supports ARUs commitment to PUSC involvement in healthcare education. ARU have an established PUSC group, lived experience Anglia Ruskin network (LEARN). PUSCs tell us they're consulted about and contribute to the design and the delivery of the NA programme. They tell us they're supported, and they feel valued when they participate in ARU meetings and activities. PUSCs tell us they're actively and regularly involved in recruitment activities, development of teaching material and in teaching activities, including simulation. Documentation and PUSCs tell us they undertake EDI training before recruitment activities and are updated yearly.

There's documentary evidence and confirmation from students at the modification visit that they've been consulted and have contributed to the design and development of the restructure of the NA programme. Students on current apprenticeship routes tell us that processes are in place for them to give feedback on their theory and practice learning and that they've a student representative system. They tell us they're supported by both employers and by ARU to ensure supernumerary status on the direct entry route and 20 percent protected learning time on the apprenticeship route for both academic study and external practice placements. Apprentices state they've protected learning time for the remainder of the required programme hours. They tell us they experience a breadth of practice placement experiences. Documentary evidence and students tell us they've opportunities to learn from a range of people in practice learning environments, including PUSCs and through inter-professional learning.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post Event Review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Student journey through the programme	
Standard 1: Selection, admission and progression	
Approved education institutions, together with practice learning partners, must:	
<p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p> <p>R1.1.7 have capability for digital and technological literacy to meet programme outcomes</p> <p>R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.</p> <p>R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully.</p> <p>R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to</p>	

- provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for nursing associates* and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and
- R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes.

[Standards framework for nursing and midwifery education](#) specifically: R2.6, R2.7, R2.8, R2.9, R2.11

Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. People who use services and practitioners are involved in selection processes. (R1.1.1 – R1.1.7)
YES NO
- Ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. (R1.2)
YES NO
- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES NO

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

YES NO

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

- There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

MET NOT MET

R1.5 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET NOT MET

R1.6 is met. Unchanged through this modification.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 23 November 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates*.
- R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings
- R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes
- R2.6 ensure that the programme hours and programme length are:
 - 2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,
 - 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes
 - 2.6.3 consonant with the award of a foundation degree (typically 2 years)
- R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:
R1.9, R1.13; R2.2, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.7, R3.9,
R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping has been undertaken to show how the programme learning outcomes meet the *Standards of proficiency for nursing associates*. (R2.3)
YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)
MET NOT MET

R2.4 is met. The programme team and PLPs/EPs confirm that practice placements are chosen to ensure that all students practise in a range of environments and have experiences across the life span. Programme documentation confirms the modifications to and restructuring of the NA programme allow for more external shorter practice placement experiences in the apprenticeship route.

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

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)
YES NO

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

- There is evidence that:
 - the programme meets NMC requirements on programme hours and programme length;

- programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

MET **NOT MET**

R2.6 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET **NOT MET**

R2.7 is met. Programme documentation and the modification visit confirm the programme has a structure with blocks of theory and blocks of practice learning. The theoretical component of the programme is delivered to the apprenticeship students with one day face to face teaching and one day asynchronous learning per week, via ARUs virtual learning environment, Canvas (this is the name of the software, not an acronym or abbreviation). The asynchronous day is designed to be flexible to meet the needs of the student and the employer.

The programme team tell us they've responded to feedback from EPs, PLPs and from students to introduce an early focus on professionalism and communication. Programme documentation confirms there's an increased focus on bioscience content and an increased focus on personalised care.

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

MET **NOT MET**

R2.8 is met. Documentation and the modification visit confirm there's an increased emphasis on digital literacy and on the use of simulation in the programme. There's an increase in the teaching of clinical skills in the theory blocks and a more equal balance in the teaching of physical health and mental health. EPs, PLPs and students tell us this is in response to their feedback on the current programme.

Programme documentation and the modification visit confirm the introduction of a mandatory 'step into healthcare' module prior to commencement of the programme. This includes early signposting to resources to support academic writing, numeracy and IT skills and an opportunity to increase understanding of the

NA role. Students on the direct entry route present at the modification visit confirm they'll benefit from these developments.

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

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.9)

YES NO N/A

The programme only leads to NA registration.

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 23 November 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 3: Practice learning

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

R3.1 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

- R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages
- R3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:
- R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice
- R3.4.2 Option B: nursing associate students, via work-placed learning routes:
- R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study
- R3.4.2.2 are released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Findings against the standard and requirements

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

MET **NOT MET**

R3.1 is met. Documentation and the modification visit confirm that students are exposed to a range of practice learning experiences to enable safe and effective care to a range of people across the life span and in a variety of settings. The programme team tell us that the programme is modified to shorten the practice placement blocks to allow for a greater variety of placement opportunities. EPs and PLPs confirm they identify practice learning opportunities for students to achieve the Standards of proficiency for NAs (SPNA) (NMC, 2018). Programme documentation confirms that there are policies and processes in place for staff and

students to raise concerns, assess a student's fitness to practise and support students who may not be achieving. Students confirm they're aware of how to raise and escalate concerns in practice.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

MET **NOT MET**

R3.2 is met. Programme documentation confirms students on the direct entry and apprenticeship routes experience a minimum of 1150 hours in practice while on the programme. This occurs in a variety of settings to experience the practice expected of NAs to meet the holistic needs of people of all ages and enable achievement of the SPNA. Students are encouraged to seek opportunities to experience a wider range of skills from specialists in other areas or teams. The programme team expect students to work with their practice assessor to determine how to gain the skills required and to arrange relevant experience throughout the programme.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.3)

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.
Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.4)

MET **NOT MET**

R3.4 is met. Documentary evidence and the modification visit confirm the direct entry students are supernumerary on all practice learning

placements and are supervised by a practice supervisor and practice assessor. Students on the apprenticeship route have clearly identified protected learning time for academic study, in external practice placements and for the remainder of the required programme hours.

Documentary evidence for the apprenticeship route includes the weeks of external placements, where students are supernumerary. This is recorded on timesheets and checked by the academic assessor. On the final practice module, there's an assessment element that requires the academic assessor to confirm that the student has achieved 1150 hours in practice, including 460 hours in an external placement.

Apprenticeship students and EPs at the modification visit confirm students are released for a minimum of 20 percent of the programme for academic study and they're released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role. Apprenticeship students confirm they've protected learning time for the remainder of the required programme hours.

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 23 November 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 4: Supervision and assessment

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme
- R4.4 provide students with constructive feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent
- R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate
- R4.8 ensure that there is equal weighting in the assessment of theory and practice, and
- R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates*.

Standards framework for nursing and midwifery education specifically:

R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET **NOT MET**

R4.1 is met. Unchanged through this modification.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to

identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET NOT MET

R4.2 is met. Unchanged through this modification.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

YES NO

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

- There are processes in place to provide students with constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET NOT MET

R4.4 is met. The programme team and programme documentation confirm the assessments are designed to combine academic writing with professional discussion or presentation and link clearly to an experience in practice that can be verified by the practice assessor. The variety of assessment approaches is designed to help students with a range of different learning preferences and abilities to succeed.

EPs, PLPs and PUSCs tell us the programme team consult with them to develop the assessment strategy. All modules offer opportunity for formative and summative assessment. Different assessment types are included to support all styles of learner and to make the assessment process fairer for students with all types of learning needs. The programme team tell us this ensures that students develop the wide range of skills required to undertake the professional role of the NA in practice.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*. (R4.5)

MET NOT MET

R4.5 is met. Unchanged through this modification.

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

<ul style="list-style-type: none"> There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <p>There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the <i>Standards of proficiency for nursing associates</i>. (R4.9) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 23 November 2023</p>
<p>Identify how the condition(s) is met:</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and
- R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Standards framework for nursing and midwifery education specifically R2.12, R2.21

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)
YES NO
- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)
YES NO

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

YES NO N/A

There are no fall back exit awards associated with this modification that confer NMC registration.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 23 November 2023	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit evidence to meet conditions: Email confirmation from chair condition met, 20 December 2023		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Second year direct entry NA programme September 2022 cohort - two students Second year apprenticeship NA programme September 2022 cohort – one student Recently qualified NA from direct entry NA programme September 2021 cohort – one NA		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation This modification doesn't require a meeting with senior ARU managers.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>System regulator reports list:</p> <p>Arthur Rank Hospice, Care Quality Commission (CQC) inspection report, 11 February 2019</p> <p>Basildon University Hospital, CQC inspection report, 16 June 2023</p> <p>Bedfordshire Hospitals NHS Foundation Trust, CQC inspection report, 16 December 2022</p> <p>Broomfield Hospital, CQC inspection report, 16 June 2023</p> <p>Cambridge University Hospitals NHS Foundation Trust, CQC inspection report, 26 February 2019</p> <p>Colchester General Hospital, CQC inspection report, 5 May 2023</p> <p>East Suffolk and North Essex NHS Foundation Trust, CQC inspection report, 8 January 2020</p> <p>Essex Partnership University NHS Foundation Trust, CQC inspection report, 12 July 2023</p> <p>Foxburrow Grange, CQC inspection report, 26 April 2023</p> <p>Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019</p> <p>Hampshire Hospitals NHS Foundation Trust, CQC inspection report, 7 April 2020</p> <p>Hinchingbrooke Hospital, CQC inspection report, 8 June 2023</p> <p>Kneesworth House, CQC inspection report, 5 January 2022</p> <p>Mid and South Essex NHS Foundation Trust, CQC inspection report, 23 December 2022</p> <p>North West Anglia NHS Foundation Trust, CQC inspection report, 20 December 2019</p> <p>Outlook Care - Unit 6 Shelduck House, Billericay, CQC inspection report, 22 April 2020</p> <p>Peterborough City Hospital, CQC inspection report, 8 June 2023</p> <p>Potters Bar Clinic, CQC inspection report, 21 September 2023</p> <p>The Princess Alexandra Hospital, CQC inspection report, 16 June 2023</p>		

The Priory Hospital Hayes Grove, CQC inspection report, 7 June 2021
Queens Hospital, CQC inspection report, 22 October 2020
Addenbrooke's and the Rosie Hospitals, CQC inspection report, 4 September 2023
St Thomas' Hospital, CQC inspection report, 9 December 2022
The Ipswich Hospital, CQC inspection report, 16 June 2021
The Princess Alexandra Hospital NHS Trust, CQC inspection report, 17 November 2021

If you stated no to any of the above, please provide the reason and mitigation:
ARU is an established AEI. A resource check isn't required.

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Lesley Saunders	Date:	2 December 2023
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