

## Programme Major Modification report

### Section one

<b>Programme provider name:</b>	University College Birmingham	
<b>Programme reviewed:</b> <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate	<input checked="" type="checkbox"/>
	Nursing associate apprenticeship	<input type="checkbox"/>
<b>AEI programme title(s):</b>		
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	Nursing Associate FdSc Apprenticeship	
<b>Modified AEI programme title(s) if applicable:</b> <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	
<b>Additional AEI programme title(s) if applicable:</b> <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>	FdSc Nursing Associate	
<b>Academic level of current programme:</b>		
Pre-registration nursing associate	England	<input type="checkbox"/> Level 5
		<input checked="" type="checkbox"/> N/A
Nursing associate apprenticeship	England	<input checked="" type="checkbox"/> Level 5
		<input type="checkbox"/> N/A
<b>Academic levels of modified/additional programme(s)/route(s):</b>		

Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5  <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input type="checkbox"/> Level 5  <input checked="" type="checkbox"/> N/A		
<b>Programme approval dates:</b>			
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	1 March 2022		
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A		
<b>Programme start dates:</b>			
<b>Current modification programme start date:</b>  Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>5 February 2024</td> </tr> <tr> <td>N/A</td> </tr> </table>	5 February 2024	N/A
5 February 2024			
N/A			
<b>Date of modification:</b>	30 October 2023		
<b>Type of modification:</b>	Visit		
<b>QA visitor(s):</b>	Registrant Visitor: Rachel Game		

## Section two

### Summary of review and findings

University College Birmingham (UCB) is an approved education institution (AEI). The school of health, sport and food (the school) has submitted documentation to support the modification of their approved nursing associate (NA) programme to add a two-year pre-registration NA direct entry route. The NA programme was approved with a single apprenticeship route by the Nursing and Midwifery Council (NMC) from 1 March 2022. The new proposed route leads to the award of a foundation degree in science (FdSc) NA. Students are eligible to register as a NA on successful completion of the programme. The theory element of the programme is delivered at UCB.

The visit is undertaken by remote means.

Documentary evidence and the modification visit confirm that stakeholder co-creation is a key strength in the development of this new route. There's clear partnership working at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the route. We're assured that these will continue to ensure that both theory and practice are delivered at a high standard. The proposed two-year, full-time direct entry route is developed in partnership with regional health and social care practice learning partners (PLPs) from the NHS, social care and private and voluntary organisations. Students and people who use services and carers (PUSCs) tell us they've been consulted and can add their input into the development of the programme.

We meet with senior representatives from both UCB and PLPs who confirm the rationale for the development of this route and how it will assist Birmingham to meet the government requirements to increase NA numbers in the geographical area. Discussions assure us that partnership working is evident from the initial meetings to discuss the proposed route.

UCB is a member of the Midlands, Yorkshire and East practice learning group (MYEPLG) who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are implemented regionally and co-ordinated by the MYEPLG. Learning in practice is assessed using the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The NAPAD and OAR are used electronically.

UCB currently delivers a registered nurse programme and a NA apprenticeship. Local hospital and community trusts have a longstanding history of supporting health courses, including nursing and NA programmes with UCB and other AEIs.

PLPs currently accept nursing and NA students from several AEs in the region and have robust mechanisms in place to support them. The pre-registration nursing programme and NA apprenticeship operate a placement model to ensure that students get a wide range of placements, so they gain exposure to nursing across the lifespan in a variety of settings. This includes opportunities provided by NHS trusts, social care providers, private, independent and voluntary organisations and the prison service. PLPs tell us that UCB are approachable and receptive and have developed innovative ways of working to avoid practice learning placement capacity issues and to ensure their students get exposure to nursing across the lifespan in a variety of settings.

Documentation and discussions at the visit provide assurance that a range of mechanisms ensure that the quality of practice learning environments is monitored. This includes an apprentice evaluation and educational audit. A partnership structure is in place for monthly monitoring and reporting of any changes to placement capacity, apprentice, practice assessor and practice supervisor feedback and concerns. Documentation details and the programme team describe examples of immediate action taken in response to Care Quality Commission (CQC) reporting. UCB and PLPs tell us that interim reviews of the educational suitability of a practice learning environment may become necessary in response to actions arising from adverse CQC reports or other intelligence.

UCB has a strategy to increase student access, success and progression. This considers diversity data from a range of groups including people from ethnic minority backgrounds, care leavers, students with disabilities, mature and low-income students. Ongoing monitoring shows that key areas of progress include increasing the ethnic diversity of the student population, improved access for students with disabilities and narrowing the attainment gap between student groups.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The SSSA isn't met as a condition applies at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition and one university condition.

Updated 20 November 2023:

UCB has provided documentation to meet the NMC condition and confirm the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<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>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: The AEI must develop an implementation plan related to how they'll ensure practice supervisors and practice assessors understand the role of the academic assessor in the SSSA, student progression and how the collaborative process will work. (SSSA R4.3, R7.5, R7.9; Standards for pre-registration NA programmes (SPNAP) (NMC 2018, updated 2023) R4.2)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: To submit updated documentation, specifically addressing typographical errors, updating branding as noted during validation panel. (University condition)</p>

<b>Date condition(s) to be met:</b>	17 November 2023
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	Simulated practice learning (SPL) with regards to the type of experiences students will encounter.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
<p>UCB provide an implementation plan related to increasing practice supervisor and practice assessor knowledge of the academic assessor role and how they'll work in collaboration to determine student progression. An updated presentation details the academic assessor role and a guide for practice assessors details how they'll work with academic assessors in confirming student assessment. Condition one is met.</p> <p>UCB provide updated documentation in response to the university condition and confirmation that condition two is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	UCB corrected the name of the school and advised that the name of the regional partnership group has been updated. Corrections were made in the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	20 November 2023

### Section three

<b>NMC Programme standards</b>
Please refer to NMC standards reference points

### NMC Programme standards

[Standards for pre-registration nursing associate programmes](#) (NMC 2018, updated 2023)  
[Standards of proficiency for nursing associates](#) (NMC, 2018)  
[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 and carers, 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.**

Documentary evidence and the modification visit demonstrate collaboration and effective co-production by UCB with a wide range of stakeholders in the development of the proposed route. Signed partnership agreements between UCB and PLP organisations demonstrate collaboration at a strategic and operational level. PLPs tell us they've been involved in the development of the programme. There's clear evidence of effective communication between UCB and stakeholder groups including PUSCs and students, in addition to PLPs. PLPs tell us UCB is a responsive partner to work with and that there's dialogue back and forth illustrating effective communication. The visit assures us there's senior PLP support for the development of this new route within the NA programme.

UCB is a member of the MYEPLG who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. The school's senior team in partnership with PLPs confirm that any issues arising from CQC quality inspections which may impact on the practice learning environment are managed through a systematic partnership process.

The NA curriculum team meet regularly with PLPs and PUSCs to discuss progress, problem solve and work collaboratively to develop the programme. Documentation shows stakeholders have been invited to a series of meetings to help develop and give feedback on the programme and how this feedback has been used.

Local hospital and community trusts have a longstanding history of supporting health courses, including nursing programmes and have worked with UCB students from across its portfolio for many years. They currently accept nursing

and NA students from a range of AEs in the region and have substantial mechanisms in place to support nursing and NA students. Existing UCB nursing and NA students tell us they're welcomed into their practice settings, are well supported and feel very much part of a team. Within PLPs there's a clear, supportive student culture.

UCB is part of the Birmingham and Solihull (BSol) education collaborative group, which is a subsidiary of the integrated care board within the region. All AEs within the region are members of this group and meet to discuss strategic and operational matters. All the regional NHS trusts and many independent providers are also members demonstrating a collaborative approach to practice learning provision within the area.

Practice learning environments are educationally audited using an audit profile shared by other AEs in the region. Responsibility for undertaking educational audits is determined in collaboration between AEs and PLPs in the BSol group. BSol ensures that the development and management of capacity in practice learning environments is maintained. Student nurses and NAs at the visit confirm that they provide feedback on practice learning experiences.

PLPs confirm that they're responsible for organising practice learning placements in collaboration with the UCB placement team to ensure a breadth of experience via practice learning placements. Documentation and senior UCB staff confirm that there's a placement team in place to support practice learning. They co-ordinate and maintain records of placement allocations. Documentation, UCB and PLPs confirm that there's shared responsibility for ensuring students are fit to practise.

The implementation of the SSSA is confirmed, however there's a lack of understanding of the academic assessor role in practice learning and how they work with practice supervisors and practice assessors in student progression.  
(Condition one)

The programme team and PLPs tell us of a shared approach to the preparation of practice supervisors and practice assessors using established MYEPLG materials. PLPs tell us there's placement capacity for students recruited to the proposed route and, along with the programme team, confirm there's a variety of placements to enable them to experience nursing practice across the lifespan in a variety of settings.

Documentation and discussions at the visit confirm clear and varied opportunities for inter-professional learning (IPL). UCB are well placed to achieve this through students on their existing programmes for example, physiotherapy and nursing. Students tell us that on their programmes at UCB, opportunities are provided to learn with students from other disciplines. There's also opportunity for IPL in several practice learning environments.

UCB have an expert by experience group and their processes and plans clearly set out UCB's commitment to purposeful engagement and active participation of PUSCs. The programme team work collaboratively with established PUSCs from the expert by experience group. They meet regularly to discuss the design and delivery of the programme. There's a clear commitment to using PUSCs in student selection as well as involving them in student learning, teaching and assessment. This is through role play, simulation, lectures, assessing student work and providing feedback. PUSCs tell us they feel part of the team and highly valued. They feel they're listened to and can identify elements of the proposed route based on their feedback to UCB. They tell us they're keen to be involved in interviews, teaching and assessment of this new group of NA students.

Documentary evidence demonstrates that UCB involved students in the co-production of the programme through a series of focus groups and consultation processes with UCB health students. The proposed route was outlined, and students were able to discuss the design and delivery of the curriculum, make suggestions and give feedback, which has subsequently informed development of the programme.

Students at the modification visit tell us they're involved in partnership working at UCB. Current students confirm that elected cohort representatives attend programme management meetings to share information and views. Students state there's lots of opportunity to provide feedback on what has gone well and what needs to be improved, and that they can see changes in their programmes that reflect their feedback has been heard.

The student handbook sets out the wide range of support and additional opportunities offered by UCB to encourage students to make the most of the programme and their experience whilst studying at UCB. Students tell us they feel well supported and find the staff very accommodating.

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**

There's a lack of understanding of the academic assessor role in practice learning and how they work with practice supervisors and practice assessors in determining student progression.

Condition one: The AEI must develop an implementation plan related to how they'll ensure practice supervisors and practice assessors understand the role of the academic assessor in the SSSA, student progression and how the collaborative process will work. (SSSA R4.3, R7.5, R7.9; SPNAP R4.2)

**Post Event Review**

**Identify how the condition(s) is met:**

Condition one: UCB provide an implementation plan related to increasing practice supervisor and practice assessor knowledge of the academic assessor role and how they'll work in collaboration to determine student progression. An updated presentation details the academic assessor role and a guide for practice assessors details how they'll work with academic assessors in confirming student assessment.

Condition one is now met.

**Evidence:**

NMC condition one implementation plan, undated

Practice assessor and academic assessor collaboration presentation, undated

SSSA resource – academic assessor, undated

**Date condition(s) met:** 20 November 2023

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

R1.1 Confirm on entry to the programme that students:

R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

- 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.
- 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.
- 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 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

<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 30 October 2023		
<b>Post event review</b>		
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		

<b>Standard 2: Curriculum</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R2.1 ensure that programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that all programme learning outcomes reflect the <i>Standards of proficiency for nursing associates</i>.</p> <p>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</p> <p>R2.5 set out the general and professional content necessary to meet the <i>Standards of proficiency for nursing associates</i> and programme outcomes</p> <p>R2.6 ensure that the programme hours and programme length are:</p> <p>2.6.1 sufficient to allow the students to be able to meet the <i>Standards of proficiency for nursing associates</i>,</p> <p>2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes</p> <p>2.6.3 consonant with the award of a foundation degree (typically 2 years)</p> <p>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</p> <p>R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and</p> <p>R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.</p>

*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 is designed in collaboration with key stakeholders including students, PLPs and PUSCs to support NA students to deliver high quality, safe and compassionate nursing care. There's documentary evidence that demonstrates students have a non-field specific experience on the programme. Programme documents reflect generic cross-nursing field content and health conditions across the lifespan. Theoretical content is mapped to the SPNAP.

Documentary analysis and the modification visit confirm that practice learning is structured for students to gain experience which is non-field specific and across the lifespan. The AEI placement team co-ordinate with PLPs to ensure a breadth of experience via practice learning placements. Each placement learning experience is categorised, in terms of specialty and field, which enables mapping



to ensure students gain exposure to nursing practice across the lifespan and in a variety of settings. At the modification visit PLPs confirm that they support students to experience nursing practice across the lifespan in a variety of settings. They also confirm the types of experiences that are available within their clinical environments.

**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. Documentation and discussions at the visit confirm that the proposed route is designed to allow appropriate time for students to meet the programme outcomes and the Standards of proficiency for NAs (SPNA) (NMC, 2018) within the 2300 hours total programme length. Unmet theory or practice learning hours are retrieved through an individual action plan agreed with the programme leader and PLPs.

Programme documents give a breakdown of what constitutes the 2300 hours and demonstrates that the required hours for theory and practice learning meets NMC requirements.

Students on the programme undertake 190 hours of SPL per year.

- 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. Unchanged through this modification.

- 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. There's documentary evidence of simulation-based learning opportunities in the programme. Technology enhanced and simulation-based learning activities are proportionate across the curriculum.

The programme plans and programme team confirm that 190 hours in each part of the programme is SPL. A theory session is followed by a simulated placement that embeds virtual reality, PUSCs or simulation mannikins. Example sessions cover the development of communication skills, role play, personal hygiene and patient deterioration. Each simulated placement commences with a handover and ends with a debrief. The programme team provide a detailed plan of what activities are undertaken during SPL and at the visit provide more detail on what's covered. There's evidence to demonstrate a robust assessment process during SPL and clear outlines of who undertakes the role of practice supervisor, practice assessor and academic assessor. The programme team provide an allocation model indicating who supervises and assesses each group of students. PUSCs state they're involved in SPL and provide feedback to students, particularly in relation to communication and relationship management.

Students have access to a variety of technology opportunities using eLearning platforms for example clinicalskills.net and Oxford medical virtual reality.

**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 proposed programme doesn't lead to NA registration and registration in another profession.

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: 30 October 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. Practice learning opportunities are outlined in the programme documentation. These opportunities allow students to meet the SPNA. All practice learning experiences are documented in the NAPAD which sets out the expectations for students' practice learning and the relevant assessment criteria.

Practice learning is mapped against the SPNA to ensure safe and effective care to a diverse range of people, across the lifespan and in a variety of care settings. There's a structured process for practice learning placement allocation across the programme in collaboration with BSoI. Allocation is by the UCB placement allocation team in partnership with PLPs. A hub and spoke model is used to ensure that students gain exposure to a diverse range of people, across the lifespan and in a variety of settings. PLPs tell us there's placement capacity for students recruited to the proposed route and, along with the programme team, confirm there's a variety of placements to enable them to experience nursing across the lifespan in a variety of settings.

- 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. The programme planners demonstrate how learning experiences are co-ordinated to ensure each student can meet the holistic needs of people of all

ages. PLPs confirm there's placement capacity for students recruited to the proposed route and, along with the programme team, confirm there's a variety of placements to enable them to experience nursing across the lifespan in a variety of settings. The programme team and PLPs confirm that there are sufficient variety and numbers of practice learning environments to support students to meet the holistic needs of people of all ages. The programme team and PLPs confirm that there's sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide supervision and assessment and to monitor and evaluate practice learning.

The NAPAD supports the monitoring of students' experience of a variety of practice learning experiences to meet the holistic needs of all ages. The NAPAD is closely monitored by practice supervisors, academic staff and the placements team. The OAR helps to ensure that students progress with the achievement of the SPNA and this is documented. Students develop action plans which enable them to focus on any further development and ongoing learning needs. The NAPAD includes templates for students to record and reflect on learning undertaken with the multidisciplinary team and for self-evaluation and reflection on practice learning experiences.

Documentation and discussions at the visit provide assurance that a range of mechanisms ensure the quality of practice learning environments is monitored. This includes a student evaluation and educational audit. PLPs confirm that they review student practice learning evaluations and take appropriate action if needed. There's a fitness to practise procedure in place evidencing a joint approach to investigating any fitness to practise concerns. Documentary evidence and discussions at the visit confirm that BSol regional documentation is used to undertake joint educational audits on a two-yearly basis. There are monthly practice-based learning meetings to oversee and report on any practice learning issues. The programme lead, in collaboration with PLPs, has responsibility for ensuring the ongoing quality of practice learning environments.

A partnership structure is in place for monthly monitoring and reporting of any changes to placement capacity, student, practice assessor and practice supervisor feedback and concerns. Documentation details and the programme team describe, examples of immediate action taken in response to CQC reporting.

- 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 programme team detail how students are supernumerary whilst they're on their practice learning placements. This is detailed in the programme specification and the placement handbook.

PLPs confirm students are supernumerary during their practice learning placements. There's an escalating and raising concerns procedure. Students state that they're confident in raising concerns, particularly when they've not been supernumerary in practice. They confirm that PLPs and UCB respond quickly to concerns and support them to ensure supernumerary status is maintained.

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:** 30 October 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. Documentary evidence demonstrates how support, supervision, learning and assessment complies with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes. The NAPAD outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. Role specifications articulate responsibilities of the practice supervisor, practice assessor and academic assessor.

Partnership agreements are in place for resources, accountability, and commitment to support students to meet the SFNME. There are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the programme and support students in learning and assessment. Equality and diversity training is undertaken by all staff delivering the programme. Educational audits undertaken in partnership between UCB and PLPs ensure practice learning environments are approved against objective criteria. This includes that there's sufficient and appropriately qualified and prepared practice supervisors and practice assessors in place.

- 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 not met. The NAPAD outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. Role specifications articulate responsibility for the practice supervisor, practice assessor and academic assessor.

The programme team and PLPs confirm that there are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide supervision and assessment and to monitor and evaluate practice learning.

At the visit practice supervisors and practice assessors are unable to confirm understanding of the academic assessor role or how they work together in practice. There's a lack of understanding of the academic assessor role in practice learning and how they work with practice supervisors and practice assessors in determining student progression. (Condition one)

**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. Unchanged through this modification.

- 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:**

- 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  NO

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7)

YES  NO

- 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  NO

- 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 *Standards of proficiency for nursing associates*. (R4.9)

YES  NO

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

YES  NO

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

YES  NO

There's a lack of understanding of the academic assessor role in practice learning and how they work with practice supervisors and practice assessors in determining student progression. (Condition one)

### Outcome

**Is the standard met?**

MET  NOT MET

There's a lack of understanding of the academic assessor role in practice learning and how they work with practice supervisors and practice assessors in student progression.

Condition one: The AEI must develop an implementation plan related to how they'll ensure practice supervisors and practice assessors understand the role of the academic assessor in the SSSA, student progression and how the collaborative process will work. (SSSA R4.3, R7.5, R7.9; SPNAP R4.2)

**Date:** 30 October 2023

### Post event review

**Identify how the condition(s) is met:**

Condition one: UCB provide an implementation plan related to increasing practice supervisor and practice assessor knowledge of the academic assessor role and how they'll work in collaboration to determine student progression. An updated presentation details the academic assessor role and a guide for practice assessors details how they'll work with academic assessors in confirming student assessment.

Condition one is now met.

Evidence:

NMC condition one implementation plan, undated

Practice assessor and academic assessor collaboration presentation, undated

SSSA resource – academic assessor, undated

**Date condition(s) met:** 20 November 2023

**Revised outcome after condition(s) met:**

MET  NOT MET

**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's no fall back exit award with registration as a NA.

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: 30 October 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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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: Documentary evidence to meet conditions: NMC condition one implementation plan, undated Practice assessor and academic assessor collaboration presentation, undated SSSA resource – academic assessor, undated UCB condition met confirmation letter, 20 November 2023		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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: Adult nursing degree student, year three x one Adult nursing degree student, year two x two NA apprentice year two x four Registered nursing degree apprentice, year three x two		
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 The apprenticeship route is already approved, the modification is to add a direct entry route.		
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"/>
System regulator reports list: Birmingham Women's and Children's NHS Foundation Trust, CQC inspection report, 3 March 2023 Sandwell and West Birmingham Hospitals NHS Trust, City Hospital, CQC inspection report, 15 July 2021 Sandwell and West Birmingham Hospitals NHS Trust, CQC inspection report, 5 April 2019		
If you stated no to any of the above, please provide the reason and mitigation: UCB is an established AEI and provider of pre-registration nursing programmes. Review of resources isn't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author(s):	Rachel Game	Date:	3 November 2023
Checked by:	Ian Felstead-Watts	Date:	10 November 2023
Submitted by:	Amy Young	Date:	15 December 2023

Approved by:	Leeann Greer	Date:	18 December 2023
--------------	--------------	-------	------------------