

Programme Major Modification report

Section one

Programme provider name:	University of Suffolk	
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate	<input 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>	FDA Health and Wellbeing (Nursing Associate) [Higher Apprenticeship] FDA Health and Wellbeing (Nursing Associate)	
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 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		
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 November 2019		
Date(s) of NMC approval of any modifications since last approval:	2 August 2021		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td></td> </tr> <tr> <td>17 February 2025</td> </tr> </table>		17 February 2025
17 February 2025			
Date of modification:	13 June 2024		
Type of modification:	Visit		
QA visitor(s):	Registrant Visitor: Jenny Pinfield		

Section two

Summary of review and findings

The University of Suffolk (UoS) is an established approved education institution (AEI). A two-year full-time foundation degree of arts (FDA) health and wellbeing (nursing associate) (NA) higher apprenticeship route was approved on 21 November 2019. A major modification introduced a two-year full-time FDA health and wellbeing NA direct entry route on 2 August 2021. Both routes are approved for delivery at the UoS Ipswich campus.

The school of nursing, midwifery and health (the school), UoS, present a modification to the pre-registration NA apprenticeship for delivery at Bedford Hospital, as a satellite site. This delivery is currently only for NA apprentices employed by Bedfordshire Hospitals NHS Foundation Trust (BHFT).

The modification to the UoS existing programme is considered against the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018), the Standards for pre-registration NA programmes (SPNAP) (NMC 2018, updated 2023) and the Standards of proficiency for NAs (SPNA) (NMC, 2018).

Documentary evidence and discussion at the modification visit confirms that, in 2020, the UoS was approached by BHFT to become an employer partner (EP) for the NA apprenticeship. The UoS submitted an apprenticeship modification form to the NMC, and the first cohort of BHFT NA apprentices started their studies with the UoS in September 2020. Delivery was online due to COVID-19 regulations and was therefore identical to the delivery at the UoS. Further BHFT NA cohorts started their studies in February 2021, 2022 and 2023. For these subsequent cohorts delivery has been via a blended approach with a combination of on campus delivery at Bedford Hospital and synchronous online sessions for taught theory, supported by directed online learning using the UoS virtual learning platform, delivering the programme content as approved in 2019. This differs from the delivery at the UoS Ipswich campus, which involves taught theory sessions being on campus, supported by directed online learning.

The modification process involves a visit to Bedford Hospital satellite site, which demonstrates that the on-site delivery for BHFT apprentices takes place at the education and training centre in Bedford, currently situated at Borough Hall. The facilities consist of modern classrooms, a skills and simulation room, computer rooms and staff offices. The education and training centre hosts a range of learning and development sessions for staff of BHFT. The UoS tell us that a blended learning approach is required, due to room availability at the Bedford satellite site. Students and BHFT senior staff explain how the Bedford Hospital campus supports access to NA education for mature students in the local area,

thereby reducing travel time and costs. A service level agreement between BHFT and the UoS for the delivery at Bedford Hospital is in place but requires updating once the NHS education contract 2024 is received.

Discussion at the modification visit and documentary evidence indicates that students are required to travel to the UoS Ipswich campus during induction week and for any examinations. Where sessions delivered in Ipswich are mandatory, BHFT transport the students to Ipswich. Students are welcome to attend other sessions, including inter-professional workshops at Ipswich or to visit the library or other support services, but must provide their own transport. Access to UoS student services, disability support services, library, study skills support and the student union is provided virtually for BHFT apprentices, but the UoS confirm that Ipswich based students also access these services virtually. Both Bedford and Ipswich students can access these services in person by travelling to Ipswich. BHFT has library facilities at both of its hospital sites in Bedford and Luton and their NA apprentices are encouraged to use these facilities, although UoS academic staff confirm that all programme resources are available electronically including all books recommended for the programme available as e-books.

Documentary evidence and discussion at the modification visit confirm that apprentices employed by BHFT are UoS apprentices and delivery is by UoS academic staff, with support for the delivery of skills sessions being provided by the practice education team at BHFT.

Students tell us they take pride in being UoS students, while appreciating the opportunity to undertake their studies close to home in Bedford. Students tell us they're well supported by the NA programme team at the UoS and by their employer.

No new EPs are proposed as part of this modification.

The UoS monitors equality, diversity and inclusion (EDI) data to ensure the learning culture is compliant with equalities and human rights legislation. Documentary evidence demonstrates that the UoS has a robust widening participation agenda and a higher than national average number of students with a specific learning need. All UoS staff undertake a range of staff development activities to support EDI. Programme teams work with learning services to optimise achievement for students. Data analytics reports on student outcomes by programme, and award profiles are considered annually as part of annual quality monitoring processes. Outcomes for apprentices studying at the Bedford Hospital satellite site have the same access to student support services and are included in annual monitoring processes.

The modification visit is undertaken face to face.

Arrangements at programme level don't meet the SFNME as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The programme is recommended to the NMC for approval subject to three NMC conditions. One NMC and one university recommendation are made.

Updated 12 August 2024:

The UoS provide evidence to meet the three NMC conditions.

The modified 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>Condition one: Update programme documentation to accurately reflect the programme practice learning hours. (SPNAP R2.7)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p>

	<p>Education governance: management and quality assurance:</p> <p>Condition two: Provide student facing documentation (for example a programme handbook), that provides timely and accurate information about the delivery of the NA apprenticeship at Bedford Hospital satellite site. (SFNME R3.2; SPNAP R2.1)</p> <p>Condition three: Provide updated programme documentation and written assurance regarding the academic delivery model at Bedford Hospital, that more closely reflects the delivery at the UoS Ipswich campus. Clarify the blended learning approach, accurately and consistently reflecting the on-campus delivery of theory including skills. (SPNAP R2.1)</p>
<p>Date condition(s) to be met:</p>	<p>6 August 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider recruiting people who use services and carers (PUSCs) to join the health voices group, that reflect the local population to support the development, delivery, assessment and evaluation of NA apprenticeship programme at Bedford Hospital. (SFNME R1.12)</p> <p>Recommendation two: To facilitate the liaison between the BHFT librarian and the UoS librarian to review the programme list of resources. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Recruitment of NA apprentices from other EPs to study at Bedford Hospital satellite site.</p> <p>Updating of service level agreement between BHFT and the UoS.</p> <p>Blended learning delivery model at Bedford Hospital satellite site.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions</p>

Module specifications are updated to provide accurate details of practice learning hours, with the NA apprenticeship providing 1170 practice learning hours, which includes 585 in year one and 585 in year two. External placement hours and protected learning hours are clearly documented. Condition one is met.

Programme documentation, including a handbook for the NA apprenticeship programme at Bedford Hospital and updated module specifications for the Bedford Hospital delivery, provide a clear breakdown of programme hours for apprentices studying at the new satellite site. Condition two is met.

Programme documentation, including a handbook for the NA apprenticeship programme at Bedford Hospital and updated module specifications for the Bedford Hospital delivery, provide assurance regarding the academic delivery model at the new satellite site. This more closely reflects the delivery at the UoS Ipswich campus. Programme documentation confirms the hours delivered on campus at Bedford Hospital, synchronous delivery via Microsoft Teams, on campus delivery at the UoS Ipswich campus, asynchronous delivery via the UoS virtual learning environment, directed learning hours and arrangements for induction. Condition three is met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	6 August 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points 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)

NMC Programme standards

[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:

- S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
- 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
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- 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:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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 findings from the modification visit provide evidence that the delivery of the NA programme at Bedford Hospital satellite site is a result of partnership working between the UoS and BHFT, as the only EP involved as part of the modification visit. BHFT approached the UoS to support their local workforce development plans in 2020, when they became an EP for the NA apprenticeship. BHFT speak very positively about their collaboration with the UoS and tell us that the school is responsive and very effective in communicating with them as an EP and they tell us their contribution is valued. While the EP works with other AEIs, for the NA apprenticeship, they plan to continue to work with the UoS for one cohort each year, based at Bedford Hospital.

BHFT tell us that they work collaboratively with the UoS at both a strategic and operational level, which includes practice education forums and meetings with the head of practice placements and the head of apprenticeships. The EP confirms they're involved in curriculum development and review.

BHFT tell us they work collaboratively with UoS staff to support recruitment of students and organise practice placement learning. BHFT also tell us they're actively involved in supporting the delivery of the NA apprenticeship at Bedford Hospital, including involvement with the delivery of skills days. Formal partnership agreements are in place for the NA programme with the relevant EP. There's also a service level agreement in place between BHFT and the UoS for delivery at Bedford Hospital (due for updating in 2024).

The UoS is part of the Midlands, Yorkshire and East practice learning group and adopts the NA practice assessment document(PAD) and ongoing record of

achievement. Documentary evidence demonstrates a longstanding approach to partnership in practice learning which supports the implementation of the SSSA. The visit confirms that the school works with the practice education team to ensure that students have sufficient placement opportunities and to oversee placement capacity and allocations. Students are supported on placement by their academic assessor.

Documentary evidence and the visit confirm that the provision at the Bedford Hospital complies with UoS quality and governance requirements, ensuring students have quality learning experiences. The NA apprenticeship programme lead and school head of apprenticeships work closely with the BHFT apprenticeship lead. The head of apprenticeships works closely with the school's associate dean for learning and teaching, to provide robust oversight of student learning and experiences at Bedford Hospital.

Documentary evidence and discussion at the modification visit confirm that PUSCs are involved in recruitment, delivery and assessment of the NA programme. PUSC involvement with the delivery at Bedford Hospital is the same as the delivery at Ipswich, although the delivery is virtual rather than in person. Students at the modification visit confirm PUSC involvement in their learning and assessment. Currently the PUSC group is representative of the population using services in Ipswich, and discussions at the modification visit confirm that it would be helpful to recruit members to this group who reflect the population using services in Bedfordshire. (Recommendation one)

Students at the visit tell us they really appreciate the opportunity to complete their NA apprenticeship at Bedford Hospital and appreciate the opportunities to travel to the UoS Ipswich campus for induction and other events.

Students tell us they receive feedback which is constructive, and reasonable adjustments are made where needed. Students studying at Bedford Hospital have their own student representative and feel their voice is heard. Students tell us they know how to raise concerns, both around their learning and their experiences of patient care

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

NOT MET

N/A

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Provide an <u>evaluative summary</u> 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.</p> <ul style="list-style-type: none"> 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) <p style="text-align: right;"> MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> </p> <p>R1.5 is met. Unchanged through this modification.</p> <ul style="list-style-type: none"> 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) <p style="text-align: right;"> MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> </p> <p>R1.6 is met. Unchanged through this modification.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met</p> <p style="text-align: right;"> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> </p>
Outcome
Is the standard met? <p style="text-align: right;"> MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> </p>
Date: 13 June 2024
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: <p style="text-align: right;"> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> </p> 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, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; 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

R2.1 is not met. Discussions at the modification visit highlight that the delivery of the NA programme at Bedford Hospital differs from the delivery at the UoS Ipswich campus. Delivery at Ipswich is on campus supported by directed online learning. Delivery at Bedford Hospital uses a blended learning approach, with two days per module on campus, supported by directed online learning. Students tell us that UoS staff deliver one or two sessions at Bedford Hospital for each module, and they'd like UoS staff to deliver more sessions at Bedford Hospital, including skills sessions. Programme documentation doesn't differentiate between the delivery at Ipswich and Bedford sites. Programme documentation needs to be updated to reflect the Bedford Hospital delivery model, with written assurance regarding the on-campus delivery at Bedford Hospital. (Condition three)

Documentary evidence and discussion at the modification visit confirm that currently there's one programme handbook for all students studying the NA programme. While students tell us they're informed prior to starting their studies that a blended learning approach is adopted at Bedford Hospital, there's no timely or accurate written student facing documentation regarding the delivery of the NA apprenticeship at Bedford Hospital. (Condition two)

- 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. Unchanged through this modification.

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

R2.5 is met. Unchanged through this modification.

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 not met. Documentary evidence doesn't provide assurance regarding the total number of practice learning hours. Module specifications only demonstrate 400 hours of practice learning hours in each year and require updating to accurately reflect the NA programme practice learning hours. (Condition one)

- 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. At the visit, we see that Bedford Hospital has a skills and simulation room, and discussions confirm that students studying at Bedford Hospital complete their skills sessions which contribute to theory hours using these facilities. Skills delivery is provided collaboratively with the programme team at the UoS and the BHFT practice education team.

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 delivery at BHFT doesn't include provision for 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

Documentary evidence and discussion at the modification visit confirm there's currently one programme handbook for all students studying the NA programme. A Bedford Hospital programme handbook that provides timely and accurate information about the delivery of the NA programme is required. (Condition two)

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

Programme documentation doesn't provide evidence of a minimum of 1170 practice learning hours.

Condition one: Update programme documentation to accurately reflect the programme practice learning hours. (SPNAP R2.7)

Documentary evidence and discussion at the modification visit confirm that currently there's one programme handbook for all students studying the NA programme, which doesn't provide any information regarding the delivery at Bedford Hospital satellite site.

Condition two: Provide student facing documentation (for example a programme handbook), that provides timely and accurate information about the delivery of the NA apprenticeship at Bedford Hospital satellite site. (SFNME R3.2; SPNAP R2.1)

Discussions at the modification visit highlight that the delivery of the NA programme at Bedford Hospital differs from the delivery at the UoS Ipswich campus, with Bedford Hospital students experiencing a blended learning approach to the taught theory. Current programme documentation doesn't provide any differentiation between the delivery at the two sites.

Condition three: Provide updated programme documentation and written assurance regarding the academic delivery model at Bedford Hospital, that more closely reflects the delivery at the UoS Ipswich campus. Clarify the blended learning approach, accurately and consistently reflecting the on-campus delivery of theory including skills. (SPNAP R2.1)

Date: 13 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: Programme documentation is updated to reflect 1170 practice learning hours. Condition one is met.

Evidence:

Response grid Bedford Hospital site visit, undated
(Bedford) NA module specifications FDA health and wellbeing (NA NMC 2018)
[higher apprenticeship] 2024-2025, undated
Sign off sheet Bedford, 6 August 2024

Condition two: Programme documentation, including a programme handbook for the NA apprenticeship at Bedford Hospital and module specifications for the Bedford Hospital delivery, provide a clear explanation of the delivery at the new satellite site. Condition two is met.

Evidence:

Response grid Bedford Hospital site visit, undated
(Bedford) NA module specifications FDA health and wellbeing (NA NMC 2018)
[higher apprenticeship] 2024-2025, undated
(Bedford) NA course handbook FDA health and wellbeing (NA NMC 2018) [higher apprenticeship] 2024-2025, undated
Sign off sheet Bedford, 6 August 2024

Condition three: Programme documentation, including a programme handbook for the NA apprenticeship at Bedford Hospital and module specifications for the Bedford Hospital delivery, provides assurance and clarification of the delivery model at the new satellite site. Condition three is met.

Evidence:

Response grid Bedford Hospital site visit, undated
(Bedford) NA module specifications FDA health and wellbeing (NA NMC 2018)
[higher apprenticeship] 2024-2025, undated
(Bedford) NA course handbook FDA health and wellbeing (NA NMC 2018) [higher apprenticeship] 2024-2025, undated
Sign off sheet Bedford, 6 August 2024

Date condition(s) met: 6 August 2024

Revised outcome after condition(s) met:

MET

NOT MET

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. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 13 June 2024		
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		

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, R3.8, R3.11, R3.13, R3.14, R3.17; 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. 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

Outcome

Is the standard met? MET NOT MET

Date: 13 June 2024

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 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 that leads to registration with the NMC.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 13 June 2024		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>
<p>If you stated no above, please provide the reason and mitigation: Review of student university handbook not required as unchanged via modification. Review to check that student facing documentation includes higher education (HE)/further education (FE) college information for students isn't relevant. Provision of student facing documentation for Bedford Hospital is a condition of this modification visit. (Condition two) Review of academic assessor focused information specific to the programme not required as unchanged via modification. Only EP agreements are reviewed as this modification is only for the apprenticeship route.</p>		
<p>List additional documentation: Evidence to meet conditions: Response grid Bedford Hospital site visit, undated (Bedford) NA module specifications FDA health and wellbeing (NA NMC 2018) [higher apprenticeship] 2024-2025, undated (Bedford) NA course handbook FDA health and wellbeing (NA NMC 2018) [higher apprenticeship] 2024-2025, undated Sign off sheet Bedford, 6 August 2024</p>		
<p>Additional comments: None identified.</p>		

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 type="checkbox"/>	<input checked="" 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: Year two x two NA apprentices (Bedford Hospital site) One x registered NA (completed apprenticeship at Bedford Hospital site)		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation Meetings with HE/FE college senior managers isn't required as the modification is for approval of Bedford Hospital as a satellite site. Meetings with senior managers from associated practice learning partners with responsibility for resources for the programme not required as the modification is for an apprenticeship route only. Meetings with PUSCs not required for this modification visit as there's no change in PUSC engagement in the programme.		
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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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: Care Quality Commission (CQC) inspection reports: BHFT, 16 December 2022 Cambridge University Hospitals NHS Foundation Trust, Addenbrooke's and the Rosie Hospitals, 4 September 2023 East Suffolk and North Essex NHS Foundation Trust, Colchester General Hospital, 5 May 2023 James Paget University Hospitals NHS Trust, James Paget Hospital, 31 May 2023 Norfolk and Norwich University Hospitals NHS Foundation Trust, Norfolk and Norwich University Hospital, 22 February 2024 Norfolk and Suffolk NHS Foundation Trust, 24 February 2023 The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, The Queen Elizabeth Hospital, 1 March 2024		
If you stated no to any of the above, please provide the reason and mitigation:		

Library facilities and technology enhanced learning/virtual learning not reviewed as part of this modification visit, as the UoS is an established AEI.
Education audit tools/documents and practice learning environments not reviewed as part of this modification visit, as the UoS an established AEI and the EP is an existing EP.

Additional comments:
None identified.

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Issue record

Final Report

Author(s):	Jenny Pinfield	Date:	21 June 2024
Checked by:	Angela Hudson	Date:	26 June 2024
Submitted by:	Amy Young	Date:	16 August 2024
Approved by:	Natasha Thompson	Date:	27 August 2024