

Programme Major Modification report

Section one

Programme provider name:	Buckinghamshire New University
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	FD (Science) Nursing Associate FD (Science) Nursing Associate Apprenticeship
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
Academic level of current programme:	
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Academic levels of modified/additional programme(s)/route(s):	

Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	13 December 2019		
Date(s) of NMC approval of any modifications since last approval:	N/A		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>25 September 2023</td> </tr> <tr> <td>25 September 2023</td> </tr> </table>	25 September 2023	25 September 2023
25 September 2023			
25 September 2023			
Date of modification:	18 May 2023		
Type of modification:	Desktop		
QA visitor(s):	Registrant Visitor: Angela Hudson		

Section two

Summary of review and findings

Buckinghamshire New University (BNU) are seeking approval of a major modification to their two-year full-time nursing associate (NA) programme; both direct entry and apprenticeship routes were originally approved on 13 December 2019.

The proposed modification includes changes to the credit rating of modules, module and programme learning outcomes and assessment. The programme is delivered at Aylesbury, High Wycombe and Uxbridge campuses for both direct entry and apprenticeship routes. The programme is also be delivered for NA apprenticeship students at Oxford Healthcare NHS Trust, a BNU satellite campus.

BNU is an established approved education institution (AEI) and has delivered pre-registration nursing associate programmes since 2019.

Documentary evidence shows that the proposed modification is designed and developed in collaboration with students, people who use services and carers (PUSCs) and to a limited extent practice learning partners (PLPs) and employer partners (EPs).

Two BNU practice learning environments are rated as inadequate from Care Quality Commission (CQC) reports. BNU provide evidence of a robust process for communication with PLPs and EPs and the Nursing and Midwifery Council (NMC) exceptional reporting process. Action plans are in place to mitigate against the impact on student learning. Actions include increased visits by practice education teams and BNU link tutors to support students in the affected practice settings. Students have been removed from one learning environment and BNU will no longer be sending students to this setting.

BNU's NA programme attracts students from diverse backgrounds, with mature students making up 88 percent of the cohorts with female students the largest group at 83 percent. Analysis of equality, diversity and inclusion data highlight a range of measures in place to support student attainment, including students with disabilities who disproportionately perform less well in the programme.

Apprenticeship students with disabilities have access to the AEI inclusion team and reasonable adjustments are supported for assessment. Achievement rates highlight that students who identify as black, and minority ethnic (BME) group achieve better grades than those who identify as white. Those students who identify as white make up 58 percent of the NA cohorts and BME students 42 percent.

Graduate teaching assistants are employed to support academic skills development and are integrated into the programme team to support all students. Support is offered on an individual basis. There's a retention and attainment panel held monthly in which individual learners are discussed and support plans reviewed or put in place.

BNU work in partnership with the following approved EPs; Oxford Health NHS Foundation Trust (FT), Buckinghamshire Healthcare NHS Trust, Elliott Hall Medical Centre, Larchfield House, Royal Star and Garter, St. Vincent's Charitable Trust, Central Surrey Health NHS Trust, Epsom and St Helier University Hospitals NHS Trust, Frimley Health Trust, Imperial College Healthcare NHS Trust, Milton Keynes University Hospital, Oxford Health NHS FT, Procure Health Services, Royal Brompton and Harefield Hospitals, Woodland Park Surgery and The Royal Buckinghamshire Hospital.

The modification is undertaken by desktop review.

The programme has been mapped to the Standards for pre-registration NA programmes (SPNAP) (NMC, 2018) and the Standards of proficiency for NAs (SPNA) (NMC, 2018). The programme meets the requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the SPNAP as conditions apply.

The programme is recommended to the NMC for approval subject to two NMC conditions. One NMC recommendation is made.

Updated 21 June 2023:

BNU has provided evidence which demonstrates the two NMC conditions are met. The SFNME and the SPNAP are met.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met

	Recommended to refuse approval of the programme <input type="checkbox"/>
Conditions:	<p>Effective partnership working collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must provide further evidence of consultation with PLPs and EPs about the modified programme. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice hours and ensure this information is explicit in student facing documentation. (SPNAP R2.6, R2.7, R3.5)</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
Date condition(s) to be met:	19 June 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider whether the assessment load is fair and valid for student achievement. (SFNME R5.8; SPNAP R4.4)
Focused areas for future monitoring:	Assessment load for students. Consultation and review with all stakeholders of the modified programme.

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

BNU has provided evidence which demonstrates the two NMC conditions are met.

Evidence of detailed consultation with PLPs and EPs is provided. Condition one is now met.

A revised programme structure demonstrates an equal balance between theory and practice hours. Programme hours for NA direct entry and apprenticeship students and the balance between theory and practice hours is clearly explained in student facing documentation. NA apprenticeship students complete 2300.5 programme hours and direct entry 2311.5 hours. Contact hours are the same for both programmes. External practice learning hours, protected learning time and hours of substantive work for NA apprentices are clearly outlined in student facing documentation. Condition two is now 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:	19 June 2023

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration nursing associate programmes (NMC, 2018) Standards of proficiency for nursing associates (NMC, 2018) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) 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, service users, 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)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users 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 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
- 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 service users 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 service users contribute to student assessment

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

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 service users, 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, service users, students and any other stakeholders.

The major modification documentation and desktop modification provide evidence of collaborative working with students and PUSCs in the design and delivery of the modified programme. However, evidence of collaboration and consultation with PLPs and EPs about the modified programme is limited. (Condition one)

Major modification documentation confirms that effective partnership working at strategic and operational levels with all other stakeholders continues. Students continue to provide feedback after completion of modules and practice learning and at programme level on a regular basis. The increase in the number of assessments is not explicitly referred to in student feedback. However, it is recommended the team consider whether the assessment load is fair and valid for student achievement. (Recommendation one)

Documentary analysis provides continued evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs and EPs. Partnership working continues to be robust and effective at strategic and operational levels for the delivery of the current pre-registration NA programme. Strategic governance meetings between PLPs, EPs, BNU and other AEIs in the geographic area continues. These meetings are held to share evaluations and monitoring of action plans developed as a result of student feedback, concerns in practice or adverse regulator reports.

At operational level effective partnership working continues between BNU and PLPs/EPs in the preparation and support of practice supervisors, practice assessors and academic assessors.

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

MET

NOT MET

There's limited evidence of collaboration with PLPs and EPs about the design and delivery of the modified programme.

Condition one: The AEI must provide further evidence of consultation with PLPs and EPs about the modified programme. (SFNME R1.12)

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

MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Post Event Review	
Identify how the condition(s) is met:	
Condition one: Evidence of detailed consultation with PLPs and EPs is provided.	
Condition one is now met.	
Evidence: BNU response to NA conditions, undated Practice and employer consultation report, May 2023	
Date condition(s) met: 19 June 2023	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

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 demonstrate values in accordance with the Code
R1.1.2 have capability to learn behaviours in accordance with the Code
R1.1.3 have capability to develop numeracy skills required to meet programme outcomes
R1.1.4 can demonstrate proficiency in English language
R1.1.5 have capability in literacy to meet programme outcomes
R1.1.6 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 cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and 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, R2.10

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. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

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 cautions or convictions, pending charges or adverse determinations 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. There's mapping of modules from the 2019 programme to the modified programme demonstrating where changes have been made to the indicative content to meet the modified programme outcomes. NMC proficiencies are mapped to modules demonstrating where proficiencies will be met.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 18 May 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates*.

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 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, R2.14, R2.15, R2.18, R2.19; 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. 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

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 not met. Programme documentation and discussion at the desktop modification do not provide clarity on the programme length, which differs for NA

direct entry and apprenticeship students. Both routes complete more than the minimum 2300 hours. Programme planners and documentation demonstrate that NA apprentice students complete 2666.5 programme hours and direct entry students complete 2503 programme hours. There are different contact hours allocated to direct entry and apprenticeship students although they are both taught together. It's not clear why the NA apprentice students complete more programme hours. Programme documentation does not clearly identify when students complete external practice learning and for NA apprentices, how many hours are allocated to protected learning time. It's not clear that when NA apprentice students are working in their substantive place of work these hours do not count towards programme hours. (Condition two)

- The programme structure demonstrates an equal balance of theory and 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. There's not an equal balance of theory and practice allocated to the programme. There're differing contact hours allocated in programme planners, programme specifications and programme handbooks for the two routes. There are contradictions in documentation which use different terminology for theory and practice learning. (Condition two)

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. (R2.8)

YES NO

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

The NA programme structure is unclear. There's not an equal balance between theory and practice learning. Hours allocated to theory and external practice learning differ in the two routes. Protected learning time for NA apprentices is unclear. There are differing contact hours allocated in programme planners, programme specifications and programme handbooks for the two routes.

Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice hours and ensure this information is explicit in student facing documentation. (SPNAP R2.6, R2.7, R3.5)

Date: 18 May 2023

Post event review

Identify how the condition(s) is met:

Condition two: A revised programme structure demonstrates an equal balance between theory and practice hours. Programme hours for NA direct entry and apprenticeship students and the balance between theory and practice hours is clearly explained in student facing documentation. NA apprenticeship students complete 2300.5 programme hours and direct entry 2311.5 hours. Contact hours are the same for both programmes. External practice learning hours, protected learning time and hours of substantive work for NA apprentices are clearly outlined in student facing documentation.

Condition two is now met.

Evidence:

NA programmes (direct entry and apprenticeship) map, undated
Programme and practice learning handbook 2023/2024: Foundation degree Science (FdSc) NA apprenticeship, undated
Programme and practice learning handbook 2023/2024: FdSc NA, undated
Updated NA apprenticeship programme hours, undated
NA direct entry programme hours, undated

Date condition(s) met: 19 June 2023

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 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
- R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:
- R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice
- R3.5.2 Option B: nursing associate students who are on work-placed learning routes:
- R3.5.2.1 are released for at least 20 percent of the programme for academic study
- R3.5.2.2 are released for at least 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
- R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.14; 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 is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities to support learning and assessment. (R3.3)

MET **NOT MET**

R3.3 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. (R3.4)

MET **NOT MET**

R3.4 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. (R3.5)

MET **NOT MET**

R3.5 is not met. Programme documentation and discussion at the desktop modification, do not provide clarity on the hours allocated for both theory and external practice learning. It's unclear whether the hours allocated meet the minimum 20 percent of the programme for academic study and external practice learning. There are different contact and programme hours allocated to direct entry and apprenticeship students. It's not clear in the programme documentation for NA apprentices, how many hours are allocated to protected learning time. (Condition two)

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

It's unclear whether the hours allocated meet the minimum 20 percent of the programme for academic study and external practice learning. It's not clear in the programme documentation for NA apprentices, how many hours are allocated to protected learning time.

Condition two: The AEI must provide a revised programme structure that demonstrates there is an equal balance of theory and practice hours and ensure this information is explicit in student facing documentation. (SPNAP R2.6, R2.7, R3.5)

Date: 18 May 2023

Post event review

Identify how the condition(s) is met:

Condition two: A revised programme structure demonstrates an equal balance between theory and practice hours. Programme hours for NA direct entry and apprenticeship students and the balance between theory and practice hours is clearly explained in student facing documentation. NA apprenticeship students complete 2300.5 programme hours and direct entry 2311.5 hours. Contact hours are the same for both programmes. External practice learning hours, protected learning time and hours of substantive work for NA apprentices are clearly outlined in student facing documentation.

Condition two is now met.

Evidence:

NA programmes (direct entry and apprenticeship) map, undated
Programme and practice learning handbook 2023/2024: FdSc NA apprenticeship, undated
Programme and practice learning handbook 2023/2024: FdSc NA, undated
Updated NA apprenticeship programme hours, undated
NA direct entry programme hours, undated

Date condition(s) met: 19 June 2023

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

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 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:

R2.11; R3.5, R3.6, R3.8, 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

R4.1 – R4.11

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 feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET NOT MET

R4.4 is met. There's an increase in the number of assessments in the modified programme from six to 14. There's a wide range of assessments including presentations, written coursework, care plans, exams, reports and numeracy exam. The modified practice module has no credit attached but programme requirements make clear that students must pass all practice proficiencies and complete the required hours to be eligible for the award. Documentary evidence confirms that students are consulted on changes to the types of assessment. Documentary evidence from students indicates positive feedback for the variation in assessment in the modified programme. The increase in the number of assessments is not explicitly referred to in student feedback. However, it is recommended the team consider whether the assessment load is fair and valid for student achievement. (Recommendation one)

- 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: 18 May 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 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 R2.11, R2.20

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 18 May 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input 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 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) (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) 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) (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: There's no further education (FE) college delivering the programme.		
List additional documentation: Evidence: BNU response to NA conditions, undated NA programmes (direct entry and apprenticeship) map, undated Practice and employer consultation report, May 2023 Programme and practice learning handbook 2023/2024: FdSc NA apprenticeship, undated Programme and practice learning handbook 2023/2024: FdSc NA, undated Updated NA apprenticeship programme hours, undated NA direct entry programme hours, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you stated no to any of the above, please provide the reason and mitigation.
There's no higher education (HE)/FE college delivering the programme. Although
stakeholders were involved in the consultation, none were required at the desktop
modification.

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 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: CQC, Buckinghamshire Healthcare NHS Trust, 1-2 March 2022 CQC report, Frimley Health NHS Foundation Trust, 13 March 2019 and 10 June 2021 CQC report Milton Keynes University Hospital NHS Foundation Trust, 30 July 2019 CQC report, London Northwest University Healthcare NHS Trust, 20 May 2022 CQC report, Taplow Manor, 24 March 2023 CQC report, The Hillingdon Hospitals NHS Foundation Trust, 18 January 2023		
If you stated no to any of the above, please provide the reason and mitigation: BNU is an established AEI; visits to facilities and practice learning environments are not required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Angela Hudson	Date:	18 May 2023
Checked by:	Pamela Page	Date:	28 June 2023
Submitted by:	Amy Young	Date:	7 July 2023
Approved by:	Leeann Greer	Date:	7 July 2023