

## Programme Major Modification report

### Section one

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

Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
<b>Programme approval dates:</b>			
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	8 November 2019		
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A		
<b>Programme start dates:</b>			
<b>Current modification programme start date:</b>  Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>2 January 2024</td> </tr> <tr> <td>2 January 2024</td> </tr> </table>	2 January 2024	2 January 2024
2 January 2024			
2 January 2024			
<b>Date of modification:</b>	21 August 2023		
<b>Type of modification:</b>	Desktop		
<b>QA visitor(s):</b>	Registrant Visitor: Maureen Harrison		

## Section two

### Summary of review and findings

The University of Cumbria (UC), institute of health is seeking a major modification to the pre-registration nursing associate (NA) programme (approved 8 November 2019). UC is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). Two routes are presented, full-time direct entry and apprenticeship. The programme is a foundation degree. Presented is a proposal to include up to 200 hours of simulated practice learning (SPL) that form part of the total number of practice learning hours within the programme. SPL provides students with broader exposure and experience, giving them confidence in achieving proficiencies required in the Standards of proficiency for NAs (SPNA) (NMC, 2018). The proposal is developed in accordance with the Standards for pre-registration NA programmes (SPNAP) (NMC 2018, updated 2023) and the SPNA.

The modification process confirms evidence of effective partnership working between UC and key stakeholders. These include practice learning partners (PLPs), employer partners (EPs), NA students and apprentices and people who use services and carers (PUSCs). There are no new EPs seeking approval through this modification process. Approved EPs include Cheshire and Wirral Partnership NHS Foundation Trust, Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Lancashire and South Cumbria NHS Foundation Trust (LSCFT), North Cumbria Integrated Care NHS Foundation Trust, Morecambe Bay Clinical Commissioning Group, University Hospitals of Morecambe Bay NHS Foundation Trust (UHMBT) and private, voluntary and independent health and social care provider organisations.

There's assurance of robust partnership governance arrangements in place to ensure the quality and safety of practice learning. An adverse Care Quality Commission (CQC) inspection report is published affecting UHMBT (22 July 2022). Evidence demonstrates that actions taken are timely and ongoing. Details of action plans are shared across the northwest approved education institutions (AEIs).

Equality and diversity issues relating to the apprenticeship NAs are managed in partnership with EPs. Diversity is encouraged during marketing and recruitment and is reflective of the local population. Data from three cohorts demonstrates that seven percent of students are from ethnic minorities. The average age of learners is 32. A significant number of NA apprentices haven't studied for some time. Many (13 percent) have identified additional learning needs. Significant academic skills input is provided during modules to support apprentices. The result is low attrition and a high success rate. We're assured of open and proactive measures to ensure equality, diversity and inclusion issues are addressed.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The major modification is undertaken as a desktop review.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>

<b>Date condition(s) to be met:</b>	N/A
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
N/A	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

<b>NMC Programme standards</b>
Please refer to NMC standards reference points <a href="#">Standards for pre-registration nursing associate programmes</a> (NMC 2018, updated 2023) <a href="#">Standards of proficiency for nursing associates</a> (NMC, 2018) <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023) <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023) <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)

### NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)  
[QA Handbook](#) (NMC, 2022)

### Partnerships

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

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

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

#### **Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

#### **Standard 2: Educational governance and quality:**

- R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

#### **Standard 3: Student empowerment:**

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

**Standard 1: Organisation of practice learning:**

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

### **Findings against the standard and requirements**

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

Documentation and a meeting with the programme team confirms EPs, PLPs, PUSCs, apprentices and students contribute to the decisions for proposals to incorporate SPL hours within the NA programme.

EPs and PLPs are positive and supportive of the proposal. There are plans to include practice staff in SPL. PLPs from many different work contexts are working with academics to develop up-to-date and realistic scenarios. PLPs asked for medicine management skills to be threaded through the SPL content based on real situations. PUSCs support scenario development with patient records, including medicines charts. Aspects of medicines management are integrated effectively into scenarios.

PUSCs support the proposal and contribute to the creation of scenarios for SPL activity. Plans are in place for PUSCs to participate in scenarios as patients where appropriate and contribute to feedback given to students. PUSCs also contribute to simulated learning delivered during theory hours.

PUSCs from learning disability forums and vulnerable adult communities contribute to scenario building. An example is working with people with autism spectrum disorder but owing to wellbeing concerns PUSCs from this sector aren't involved directly in SPL activities.

At stakeholder events with PLP staff and PUSCs, stakeholders give ideas on how SPL can be further developed in the NA programme. Scenarios are mostly based on personal experiences of PUSCs. Themes for scenarios include breaking bad news, recognition of the deteriorating patient, end of life care, multidisciplinary team working, the application of reasonable adjustments, capacity assessments, deprivation of liberty safeguards applications, the monitoring of antipsychotic drugs and working with people with autism spectrum disorder.

Students and apprentices have requested more SPL activity. They say these activities help them to understand how theory underpins practice. SPL is delivered in small groups. Students say SPL helps them to feel more confident and learning is 'safe' in a risk-free environment. They say their contribution to scenario building is valued and their opinion and previous experiences matter. Apprentices represent the diversity of care structures within the NHS and private, independent



and voluntary organisations. Many bring previous knowledge of health and social care and skills to group learning. Initially some apprentices said that the proficiencies proposed in SPL would duplicate what they're already proficient at. After working with peers, apprentices recognise that their peers from different sectors and work environments have different skills sets. They say all apprentices would benefit from undertaking fundamental skills scenarios in different contexts of care. EPs support apprentices undertaking SPL in fundamental care skills to ensure their employees fully understand the research base of these skills.

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  NO

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

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

MET  NOT MET

R1.5 is met. Unchanged through this modification.

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

MET  NOT MET

R1.6 is met. Unchanged through this modification.	
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to selection, admission and progression are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 August 2023	
<b>Post event review</b>	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

<b>Standard 2: Curriculum</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R2.1 ensure that programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that all programme learning outcomes reflect the <i>Standards of proficiency for nursing associates</i>.</p> <p>R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings</p> <p>R2.5 set out the general and professional content necessary to meet the <i>Standards of proficiency for nursing associates</i> and programme outcomes</p> <p>R2.6 ensure that the programme hours and programme length are:</p> <p>2.6.1 sufficient to allow the students to be able to meet the <i>Standards of proficiency for nursing associates</i>,</p> <p>2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes</p> <p>2.6.3 consonant with the award of a foundation degree (typically 2 years)</p> <p>R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies</p>

R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and  
R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

*Standards framework for nursing and midwifery education* specifically:  
R1.9, R1.13; R2.2, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, 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
- 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. SPL activities are delivered in both years of the programme. All SPL activities are non-field specific and allow for opportunities for learning across the age span. For example, there's a scenario of a child who's needle phobic. Skills and behaviours explored include distraction techniques and appreciation of the impact of psychological issues on children. A young adult is involved in the role play of a teenager with a learning disability and/or a mental health condition, and

again participants explore strategies to maintain psychological safety. Other scenarios look at transition care for long term conditions such as cystic fibrosis or diabetes. A session is being developed within the Institute of Justice regarding disclosure. The young person plays a teenager who discloses some form of coercion or grooming. Learners explore their role in receiving this information. National Society for the Prevention of Cruelty to Children's guidelines are used for the debrief, as would be the case in practice. Scenarios include the care of vulnerable adults in their own homes or in protected living environments.

Simulation facilities include ward environments as well as in a home living room/bedsit facility. Immersive technologies allow students to experience almost any context of care. Simulation equipment reflects the lifespan from neonates to older adults.

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)

YES  NO

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

- There is evidence that:
  - the programme meets NMC requirements on programme hours and programme length;
  - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

MET  NOT MET

R2.6 is met. The programme plans ensure that an equal balance of theory and practice hours are maintained with the inclusion of 200 hours of SPL. Mapping of the SPNA identifies theory and practice learning activities allowing students to meet identified proficiencies from the SPNA.

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

programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

**MET**  **NOT MET**

R2.7 is met. Programme plans ensure that an equal balance of theory and practice hours is maintained. 200 hours of SPL replaces 200 hours of practice placement allocation. EPs are supportive of all SPL activities.

SPL activities are detailed in programme handbooks and module descriptors. Each scenario details the learning outcomes to be achieved. SPL includes a range of teaching and delivery modes such as performance of skills proficiencies, communications skills teaching and assessment, use of scenarios and online escape forums, role play, use of virtual reality, immersive suites, simulated ward areas, Thinglink (a digital learning product), online platforms such as clinical skills.net and evaluation.

Programme plans show that SPL is normally delivered before a practice learning block.

- 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. Technology and simulation are used not only in SPL but also to support teaching and learning in the theory hours. In year one SPL helps to prepare students for the practice learning environments and fundamental skill preparation. In year two SPL supports students meeting annexe A and B proficiencies. SPL is delivered in four blocks over the two-year programme. All simulation activities and scenarios are developed to reflect real life scenarios.

To reflect practise with real people, scenarios are housed in an electronic patient record platform, enabling students to access patient records in much the same way as they would in practice across health and social care settings. The record system is based around the 'City general sim hospital' which has departments reflective of the physical simulation spaces available within UC.

In addition to the acute environment an additional platform has been created to represent the diverse community and population demographics to reflect urban and suburban community settings for example, general practice (GP) surgery, prison and custody suites, farming environments, community mental health and learning disability teams, nursing and care homes and hospices.

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

<ul style="list-style-type: none"> <li>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)</li> </ul>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
This programme leads to the award of NA only.				
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to curricula are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>Outcome</b>				
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
Date: 21 August 2023				
<b>Post event review</b>				
Identify how the condition(s) is met:				
N/A				
Date condition(s) met:				
N/A				
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>	
N/A				

<b>Standard 3: Practice learning</b>	
<b>Approved education institutions, together with practice learning partners, must:</b>	
R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for nursing associates</i> 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. SPL supports the current curriculum and provides additional learning opportunities for students which they may not experience in practice. This adds to the diversity and range of care opportunities that students and apprentices encounter. A group of academics representing all fields of nursing practice participate in SPL. The programme team are growing the pool of PUSCs who have a range of differing experiences and contribute to SPL scenarios. The 'lived experience' of PUSCs underpins all SPL activities.

The NA practice assessment document identifies all SPNA. This document is scoped to identify which proficiencies some students have difficulty achieving on planned practice learning placements. The proficiencies identified from the scoping exercise are included in SPL.

SPL forms a small part of the total practice learning experiences and is meant to supplement those proficiencies that apprentices and students gain when working in practice. SPL provides more experience of care across the lifespan in different contexts than the four planned hub and spoke practice learning placements can provide.

SPL learning opportunities are tailored to the students' stage of learning, proficiencies and programme outcomes. In part one, the focus is on developing confidence with clinical skills and communication with people across the lifespan and with different diversities. In part one students are challenged to practise fundamental skills in a range of contexts and people groups. In part two SPL includes scenarios related to inter-professional team working, long term conditions, physical health monitoring, communication, supervision and relationship management.

Assurance is given of immediate communication with senior managers from the EP in the event of any cause for concern or adverse quality report. On publication of a CQC report (20 August 2021) UHMBT in partnership with UC identified no causes of concern regarding students' placement learning journeys. An exception report was submitted (27 August 2021). Joint action plans provide assurance of compliance with the SSSA. UC share action plans with other AEs who have NMC students at UHMBT.

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

**MET**  **NOT MET**

R3.2 is met. Programme planners identify that the NA programme is delivered with blocks of theory, followed by blocks of practice. SPL activity is mostly scheduled before each of the four practice blocks.

A simulation operational strategy is in place with processes in place to assess, monitor and evaluate SPL. Programme leaders and principal lecturers have a quality monitoring role for SPL activity. SPL activity is audited using an audit tool and SPL has a practice profile created on the placement database. This allows the placement unit to allocate students to SPL activity. Students allocated to SPL will utilise online practice assessment record and evaluation (PARE) system to evaluate the experience. Feedback is evaluated using established processes.

- 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. Students who've placement learning support plans (PLSP) to support any reasonable adjustments during placements are supported in the same way for SPL. Students are encouraged to review the PLSP with the support of the disabilities team to identify whether any further adjustments need to be made for a student during SPL activity.

- 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. The practice allocation model for apprentices is for placements one and four to be in their base. External placements are in placements two and three. These equate to 562 hours which exceeds the minimum of 460 hours in external placements. The 200 SPL hours are allocated to base and external placements. We're assured that all students experience a minimum of 20 percent protected learning time in external placements.

Placements use the hub and spoke approach and SPL is a 'spoke'. SPL practice supervisors sign off timesheets for SPL activity. All practice hours are recorded. Timesheets are checked for completion of protected learning hours at the end of each placement. Protected learning time is monitored within tripartite review meetings and no issues are raised regarding protected learning time of apprentices. Direct entry NA students are supernumerary for all practice learning.

UHMBT, LSCFT and other EPs, GP surgeries and hospices allow apprentices to have more protected practice learning time than is stated in their apprenticeship contract. On some occasions UHMBT and LSCFT require apprentices to work as a clinical support worker for a limited period. Tripartite reviews ensure contracted programme hours, including protected learning times, aren't compromised.

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

**YES**  **NO**

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 21 August 2023

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Standard 4: Supervision and assessment**

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

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

*Standards framework for nursing and midwifery education* specifically:

R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

*Standards for student supervision and assessment*

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. The programme specification, programme handbooks, placement learning handbooks and module guides are revised to tell students about SPL.

- 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. During SPL, academics may take the role of practice supervisor, following preparation of the role. All staff are scheduled to attend academic assessor and practice supervisor training. Following this, staff must self-declare attendance of an update or completed online learning package to ensure they meet the minimum requirements for the role. Attendance at the initial training and subsequent annual self-assessment is recorded on a database.

NA students and apprentices are assessed against the SPNA by practice assessors during a clinical practice placement. Students and apprentices are allocated a practice supervisor during SPL activities. Proficiencies from annexe A and B can be signed off via SPL if students demonstrate they are proficient. The proficiencies are assessed using the clinicalskills.net frameworks which are contemporary and evidence-based. Practice assessors review student reflections and comments made by practice supervisors during SPL.

**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. As part of the university's teaching, learning and assessment strategy feedback to students and evaluation from students is actively sought. The recording of practice learning feedback is on the students' online PARE document. Students and apprentices provide evaluation of the SPL as they would any placement activity.

- 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 21 August 2023		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

**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

Fall back exit awards don't carry 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  NOT MET

Date: 21 August 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



**Section four**

**Sources of evidence**

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

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

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Collaboration and communication arrangements with higher education/further education partner isn't relevant. Theory/practice balance stays as previously approved; 200 practice placement hours are replaced with SPL. This hasn't required any changes to the university handbook. No changes to external examiner appointments and arrangements. Structures, processes and agreements between UC and PLPs are unchanged.		
List additional documentation:		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input 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: N/A		
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 Met with programme managers only. Evidence of partnership provided through documentation.		

Additional comments:  
Undertaken as a desktop modification.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC inspection report Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2021  CQC inspection report St Nicholas Hospital, Gosforth: acute wards for adults of working age and psychiatric intensive care units, 19 April 2023  CQC inspection report Royal Lancaster Infirmary (UHMBT), 22 July 2022  CQC inspection report Westmoreland General Hospital (UHMBT), 20 August 2021		
If you stated no to any of the above, please provide the reason and mitigation: This major modification is a desktop review. Stakeholder meetings not required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author(s):	Maureen Harrison	Date:	21 August 2023
Checked by:	Pamela Page	Date:	23 August 2023
Submitted by:	Amy Young	Date:	9 October 2023
Approved by:	Natasha Thompson	Date:	10 October 2023