

Major modification report

Section one

Programme provider name:	Birmingham City University				
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Birmingham Women's and Children's NHS Foundation Trust Birmingham community Healthcare NHS Trust Heart of England NHS Foundation Trust Royal Orthopaedic Hospital NHS Foundation Trust University Hospitals Birmingham NHS Foundation Trust Birmingham and Solihull Mental Health Trust Private voluntary and independent health care providers				
Programme reviewed:	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>				
Title of current programme:	FdSc Nursing Associate				
Title of modified programme if changed:	FdSc Nursing Associate (Higher Apprenticeship)				
Date of modification:	21 August 2019				
Type of modification:	Visit				
Programme start date:	<table border="1"> <tr> <td>Pre-registration nursing associate</td> <td>N/A</td> </tr> <tr> <td>Nursing associate apprenticeship</td> <td>25 October 2019</td> </tr> </table>	Pre-registration nursing associate	N/A	Nursing associate apprenticeship	25 October 2019
Pre-registration nursing associate	N/A				
Nursing associate apprenticeship	25 October 2019				

<p>Academic level of current programme:</p>	<p>England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6</p>
<p>Academic level of modified programme if changed:</p>	<p>England <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Louise Winfield Lay Visitor: Clementina Aina</p>

Section two

Summary of review and findings

Birmingham City University (BCU), faculty of health, education and life sciences has presented a major modification to the two-year full-time foundation degree (FdSc) nursing associate programme to introduce a two-year full-time apprenticeship route against the NMC Standards for pre-registration nursing associate programmes and Standards of proficiency for nursing associates. The programme was originally approved on 22 March 2019. The award is FdSc nursing associate apprenticeship.

We found effective working relationships between BCU and their practice learning partners (PLPs) with evidence of programme development and delivery. Employer PLPs for the apprenticeship route are Birmingham Women's and Children's NHS Foundation Trust; Christadelphian Care Homes; Birmingham community Healthcare NHS Trust; John Taylor Hospice; St Mary's Hospice; Heart of England NHS Foundation Trust; Royal Orthopaedic Hospital NHS Foundation Trust; University Hospitals Birmingham NHS Foundation Trust and Birmingham and Solihull Mental Health Trust.

We found the arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC subject to one condition. Visitors made one recommendation.

Updated 30 August

Evidence is provided to meet the condition. The condition is met and the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/>
	Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>
	Effective partnership working: collaboration, culture, communication and resources:

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition one: Develop an implementation plan to integrate service users into the assessment process. (SFNME R5.14)</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
<p>Date condition(s) to be met:</p>	<p>4 September 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider alternative learning strategies to meet the needs of all learners. (SFNME R5.8)</p>
<p>Focused areas for future monitoring:</p>	<p>They will be significantly increasing student numbers over the next academic year and will need to monitor and maintain resources and programme quality.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions</p> <p>Plans are provided ensuring service users are involved in all aspects of assessment. This includes module leads sharing assessment briefs with and asking for feedback to ensure assessments are relevant and person-centred. A matrix indicates service users are linked to each module assessment and regular meetings are planned for input into student assessment and continued development and innovation in this area. The condition is met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

Summary of observations made, if applicable	The report represents an accurate record of the event and meeting the condition. The AEI is pleased with the outcome of the major modification.
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:	30 August 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)</p> <p><i>Standards of proficiency for nursing associates</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</p> <p>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</p> <p>QA Handbook</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC <i>Standards for student supervision and assessment</i></p> <p>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</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p>

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.

Documentary evidence and the approval process demonstrate collaboration and co-production by the approved education institution (AEI) with service users, students and employer PLPs in the development of the programme and apprenticeship route. Partnership agreements between the AEI and PLP organisations demonstrate collaboration at strategic and operational levels. Governance systems are in place to ensure compliance with the legal, regulatory, education and professional requirements. There are established communication processes between the university and employer PLPs.

The resource template provides an overview of resources to support programme growth to run a successful programme and future expansion. PLPs confirm their ratio of one practice educator to twenty-five nursing associate apprenticeship students will continue and be their benchmark for supporting students in practice.

There's a joint approach between BCU and employer PLPs to recruitment to the apprenticeship route and management of its delivery. The well-established university forum for accessing community experience group (FACE) has invited more experts by experience (EBE) to join in programme development, interviewing applicants, contribute to module development and programme delivery. Service users confirm their involvement and feel they're listened to. As expansion occurs over the next academic year the intention is for more service users to be recruited. BCU and PLPs are confident this is achievable as they have established service user forums.

There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all students. Fitness to practise concerns about a student are managed in partnership between the faculty and PLPs. PLPs are committed to

increasing nursing associate numbers over the next academic year and beyond and have a resource strategy in place to achieve this.

The comprehensive service user strategy ensures active engagement of all service users from the planning stage through to programme delivery. Service users feel valued through their active involvement in decision making for the programme. The strategy highlights their involvement in the design, delivery and review of students' learning experiences. We found this approach is implemented effectively in practice. BCU have a committed forum of service users and have made good progress including them into their processes. A range of people including service users contribute to student assessment but there is no plan for service users to be involved in student assessment. This must be addressed. (Condition one) (SFNME R5.14)

Students confirm they can attend drop in sessions before interview and fully understand the commitment and qualifications necessary for the programme. They say they're supported through the application process and interview. Clinical educators provide focused mentoring and support to student nursing associates through regular review meetings and team meetings. Students feel valued and can contribute to curriculum changes or changes in practice. Students feel supported in practice and theory and feel confident they can raise concerns about patient care or their programme of study if necessary.

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](#) and,

MET **NOT MET**

A range of people including service users contribute to student assessment but there is no plan for service users to be involved in student assessment. This must be addressed. (Condition one) (SFNME R5.14)

Please provide any narrative for any exceptions

Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

A range of people including service users contribute to student assessment but there is no plan for service users to be involved in student assessment. This must be addressed.

Condition one: Develop an implementation plan to integrate service users into the assessment process. (SFNME R5.14)

Post Event Review

Identify how the condition(s) is met:

Condition one:

Evidence is provided of plans to ensure service users are involved in all aspects of assessment.

Evidence:

Assessment matrix – including service user/experts by experience (EBE) into assessment (nursing associate), undated

Agenda development of implementation plan to include service users into assessment, 30 August 2019

Implementation plan, 29 August 2019

Condition one is met.

Date condition(s) met: 30 August 2019

Revised outcome after condition(s) met:

MET

NOT MET

The condition is met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration nursing associate programmes](#) (NMC, 2018).

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

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

YES NO

- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. 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 since original approval on 22 March 2019.

- 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 since original approval on 22 March 2019.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards for pre-registration nursing associate programmes](#) and [Standards of proficiency for nursing associate](#)

will be met through the transfer of existing students onto the proposed programme.

- There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

MET **NOT MET**

The current Health Education England (HEE) programme students are not transferring onto the new programme standards. A mapping document was provided in February 2019 at the TNA approval event which evidenced the legacy cohorts were meeting the new standards within their course.

Existing student on the HEE programme are not transferring to the SSSA. We are assured PLPs understand the two different practice documents and approaches required to student assessment.

Any student on interrupted studies will be considered on an individual basis by the programme lead and employer for transfer to the new programme standards and SSSA.

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: 28 August 2019

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 curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (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 since original approval on 22 March 2019.

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

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

YES **NO**

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

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

MET **NOT MET**

R2.6 is met. Unchanged since original approval on 22 March 2019.

- 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 met. Documentary evidence confirms the programme structure shows an equal balance of theory and practice learning hours to meet NMC requirements. The module descriptors provide details of programme aims and learning outcomes. Learning outcomes are mapped to the Standards of proficiency for

nursing associates. Assessments are mapped to learning outcomes and are fair, reliable and valid, enabling students to demonstrate achievement of proficiencies and learning outcomes. (Recommendation one) (SFNME R5.8)

Each module descriptor describes the breakdown of contact time. Module teams have developed module-based workbooks linked to weekly teaching sessions. Workbooks enable students to link their theoretical learning to their work base practice and support practice supervisors to link what students are learning at university to their practice learning area. A weekly learning log is completed. This can be completed by any member of the multidisciplinary team who supports students with their ongoing knowledge and skills development. This log provides evidence of the protected learning time and is reviewed at tripartite meetings.

Any unmet programme hours are noted at these meetings and a joint action plan put in place for retrieval. The programme leader uses an allocation tracker to give an overview of each student's practice learning. This ensures students experience a diverse range of people, across the lifespan and in a variety of settings.

Documentary evidence confirms programme structure for both theory and practice learning hours meets NMC requirements. The programme team confirm theory and practice learning hours are closely monitored through the PAD. However, moving forward this will be captured on the universities ARC system. This will ensure tracking of programme hours. PLPs are committed to ensuring programme hours are met and time is built-in at the end of the programme for retrieval of unmet hours. Students interrupted from the programme may re-join with another group. The programme lead manages all interrupted students in conjunction with the employer PLP.

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

Date: 28 August 2019

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, R2.11; 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 since original approval on 22 March 2019. BCU in partnership with employer PLPs have robust processes in place to ensure students will have learning opportunities allowing them to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for nursing associates. Students confirm they are allocated to a wide range of practice learning environments.

- 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 since original approval on 22 March 2019. Clinical educators have responsibility for monitoring and quality assuring practice learning environments. The inclusive approach ensures students who require additional support receive specific focused support such as literacy and numeracy sessions. As a result, students have a strong sense of belonging to the university community. Access to support and resources enables students to develop their professional skills and proficiency levels. Educational audits are completed by BCU in conjunction with the practice placement provider. Students confirm they evaluate each placement and their feedback is acted on by the university. They confirm they can escalate any concerns immediately with both the practice placement provider and the university. Processes are in place between BCU and employer PLPs to support students in escalating concerns. Action plans can either be single or joint responsibility dependant on the concern raised. Decisions are made to withdraw or monitor a practice placement area until the concern is resolved, and the practice placement area is re-audited.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

MET **NOT MET**

R3.3 is met. Unchanged since original approval on 22 March 2019.

- 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 since original approval on 22 March 2019.

- 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 met. Students on the apprenticeship route will undertake option B which is work based learning. Employer PLPs agree to release students for 20 percent of programme hours to undertake academic study. Employer PLPs agree to release students for 20 percent of the programme hours to undertake practice learning in external practice learning placements.

The design of the curriculum is one day in university and blocks of external practice learning with remaining learning in the workplace. For external practice placement learning students are supernumerary. PLPs encourage students to take every learning opportunity when they are in their home base and record this protected learning time in the PAD. Programme hours are reviewed at tripartite meetings and the European working time directive is not exceeded. Students confirm they have lots of opportunities for protected learning time and this is actively encouraged by all staff. PLPs are committed to ensuring learning time is protected and a priority.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 28 August 2019			

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, 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

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 since original approval on 22 March 2019.

- 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 since original approval on 22 March 2019.

There's a practice supervisor in each practice placement setting who has contact with the student's practice assessor. Their communication is documented in the PAD. There are regular meetings between employer PLPs and BCU concerning student support and support for practice supervisors and practice assessors. Larger employer PLP organisations support the smaller employer PLPs to ensure equity across the practice learning circuit for students.

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. Unchanged since original approval on 22 March 2019.

BCU and the PLPs have a system in place for tripartite meetings. These take place in the practice setting every 12 weeks. Students confirm these meetings are

focused on them and their learning. These meetings are with the student, practice assessor and academic assessor and are recorded and kept by the university. Feedback is instant for students.

- 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 since original approval on 22 March 2019.

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

- There is an appropriate assessment strategy and process detailed. (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: 28 August 2019

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.

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

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES **NO** **N/A**

There is no fall back award conferring eligibility to register with the NMC as a nursing associate.

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: 28 August 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<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)	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List additional documentation: Post visit evidence: Assessment matrix including service user/expert by experience into assessment (nursing associate), undated Agenda development of implementation plan to include service users into assessment, 30 August 2019 Implementation plan, 29 August 2019		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Two students both on year one of the HEE curriculum FdSc nursing associate higher apprenticeship programme.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input 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 yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>

System regulator reports list:

If you stated no to any of the above, please provide the reason and mitigation
Established AEI and this is a major modification visit.

Additional comments:

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author:	Louise Winfield	Date:	13 September 2019
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Submitted by:	Lucy Percival	Date:	4 October 2019