



# **Nursing and Midwifery Council Quality Assurance Review**

## **Programme Approval Report for:**

**Pre-registration nursing associate qualification  
leading to:**

**Nursing Associate**

**University of Northumbria at Newcastle**

**February 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	University of Northumbria at Newcastle Faculty Of Health, Social Work and Education Coach Lane Campus Newcastle Upon Tyne NE7 7XA England					
<b>AEI Institution Identifier [UKPRN]</b>	10001282					
<b>Name and location of academic delivery partner(s) if not the AEI noted above</b>	Not applicable					
<b>Name of employer partners for apprenticeships</b>	The Newcastle upon Tyne Hospitals NHS Foundation Trust RVI Park Suite Newcastle upon Tyne NE1 4LP  Gateshead Health NHS Foundation Trust Queen Elizabeth Hospital Gateshead NE9 6SX					
<b>Approval type</b>	Programme approval					
	<b>Name of programme</b>					
<b>NMC Programme Title</b>	<b>AEI Programme Title (in full)</b>	<b>Academic level</b>	<b>Apprenticeship</b>	<b>Full-time</b>	<b>Part-time</b>	
Nursing Associate	Foundation Degree in Science (FdSc) Nursing Associate	England, <input checked="" type="checkbox"/> Level 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Nursing Associate	Foundation Degree in Science (FdSc) Nursing Associate Apprenticeship	England, <input checked="" type="checkbox"/> Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Proposed programme start date</b>	September 2025					
<b>Standard(s) under assessment</b>	<input checked="" type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for nursing associates  Note that the AEI has taken a programme-centred approach to Part 2: Standards for student supervision and assessment and therefore Part 2 has been reviewed, in the context of this programme, through this current review.					
<b>Date of visit</b>	26 February 2025					
<b>Visitor team</b>	Registrant Visitors: Mr Anthony Young Mrs Elizabeth Gormley-Fleming  Lay Visitor: Mr Brian Walker					

## Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place onsite on 26 February 2025.

### Context for the review

University Of Northumbria at Newcastle (Northumbria) offers the following NMC-approved programmes - BSc (Hons), MSc, PG Cert and PG Dip across all fields of nursing and direct entry and apprenticeship.

Northumbria intends to offer the pre-registration nursing associate programme for the first time. Accordingly, the NMC Standards for student supervision and assessment (Gateway 2) is also within scope for this approval and Northumbria uploaded new practice assessment documentation as appropriate for this new programme. The approval of the nursing associate programme will give Northumbria another option for the recruitment and progression of students and apprentices.

The proposed number of students for the initial cohort in September 2025 will be 15-20 combined across the direct entry programme and the apprenticeship programme. These numbers will increase by up to 5 per year for each of the direct entry and apprenticeship programmes (with two entry points - January and September) for the 2027-28 academic year.

The term 'student' within this report means any student studying on a university course, including apprenticeship courses, and therefore includes the terms 'learner' or 'apprentice' unless expressly stated otherwise.

The **final recommendation** made by the visitor team to the NMC, is as follows:

**Programme is recommended to the NMC for approval.** The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Where Part 2: Standards for Student Supervision and Assessment are reviewed simultaneously with Part 3: Standards for pre-registration nursing associate programmes, the associated summary of findings is recorded as Annexe 1.

## Conditions and recommendations

### Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
	None			

### Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

### Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only	AEI only
R1	Monitor through the annual self-report that the programme team continues to develop and strengthen PSCs' engagement across the whole programme provision to provide a more consistent approach including how they are prepared for their roles and responsibilities.	Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing associate programmes 2.1	NMC	
R2	Monitor through the annual self-report that there are clear lines of responsibility and accountability to ensure compliance with all legal regulatory, professional and educational requirements.	Standards framework for nursing and midwifery education R1.12, Standards for pre-registration nursing associate programmes 3.3	NMC	

Recommendations are to be addressed and reported in the annual self-assessment report.

## Explanation of findings for Part 3

### Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice.</p> <p>1.1.2 demonstrate values in accordance with the Code.</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code.</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes.</p> <p>1.1.5 can demonstrate proficiency in English language.</p> <p>1.1.6 have capability in literacy to meet programme outcomes.</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<p>Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programmes who are currently a NMC registered nurse without restrictions on their practice.				
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recognition of prior learning metrics

Programme specifications for Nursing Associate direct entry and apprenticeship states that both theoretical and practical achievements may be used to RPL up to 50% of the programme.

For the Nursing Associate (Foundation Degree) 120 credit is the maximum permitted amount of credit.

## Findings

1. The visitor team considered a range of evidence linked to the proposed approval, including the programme specification and handbook, Admissions policy, Reasonable Adjustments and Procedure, Handbook of Student Regulations Taught programmes, Recognition of Prior Learning and HE Credit Framework and module specifications. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, people who use services and carers (PSCs) and representatives from practice learning and employer partners.
2. In considering Standard 1.1, the visitor team reviewed the narrative provided in the initial submission and the supplementary submissions, together with the review of documentary evidence. The visitor team met senior managers (which also included members of the programme team), the practice partners and students, who confirmed that on entry to the programme students: meet the entry standard for the programme as set out by Northumbria and are suitable for nursing associate practice; demonstrate values in accordance with the Code and proficiency in English Language; have the capability to learn behaviours, numeracy and literacy skills, and digital and technological literacy to meet programme outcomes. The application process involves the requirement of personal statements from students to illustrate their abilities, aptitudes, skills, qualifications and experiences, and references. Each programme includes individual interviews where the potential students are assessed for the suitability for the programme which incorporates specific questions to elicit the applicant's personal values and behaviours and their alignment with those of the NHS Constitution. The relevant documents demonstrate evidence of questioning that allows students to demonstrate values in accordance with the Code. There is evidence of training provided for interviewers, including unconscious bias. PSCs verified this during the visit and gave excellent examples of supporting the interviews to ensure students had the values to be a nurse, but this was for the direct entry route only. There is evidence of collaboration between the programme team and the practice partners, in particular, with the development of the new programmes, as outlined during the visit. The visitor team is assured that the standard is met.
3. In consideration of Standard 1.2, the narrative provided in the initial submission, together with the review of additional evidence requested, and discussions with the senior managers, practice partners and students, confirm that 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. The admissions document Nursing Associate Apprenticeship Programme (2024/2025) outlines that entry requirements include Disclosure and Barring Service (DBS) and occupational health clearance. At the visit this standard was explored with the senior managers, the practice partners, and the students, all of whom corroborated the evidence. The managers explained there are processes in place to identify any fitness to practise with regards to character by using the progress review team to routinely check for any breaches. The visitor team is assured that the standard is met.

4. In considering Standard 1.3, the visitor team reviewed the narrative provided in the initial submission and the supplementary submissions, together with the review of documentary evidence, and discussions with the programme team, the practice partners and the students, which provides confidence that the standard is met. Evidence was reviewed to show that all relevant parties are fully informed of the requirement and process to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired. It is clear in this standard that students are informed of their responsibility to inform Northumbria at the earliest possible opportunity of any criminal charge or conviction and there is detailed policy on how this will be investigated. This is corroborated within the documentation Northumbria University DBS Information for Students and Applicants and The Handbook of Student Regulations Taught programmes (August 2024-25) which clearly states it is the student's responsibility. The documentation also provides examples of behaviours giving rise to fitness to practise concerns. At the visit, students clearly outlined they are aware of fitness to practise obligations.
5. In considering Standard 1.4, the evidence and discussions with the programme team, the practice partners and the students confirm that on completion of the programme students sign a declaration of good health and good character form, and this is further verified by the 'designated registered nursing associate substitute', normally the Programme Leader. There are processes outlined which can monitor and check for any issues or concerns that arise about a student's health or character that may affect their ability to practise safely, including pastoral support in the Programme Handbook - Nursing Associate - Direct Entry, and for the apprenticeship a quarterly progress review, Programme Handbook - Nursing Associate - apprenticeship. This takes the form of meetings between Northumbria, the employer and the apprentice to monitor and discuss learner progress on the programme and any support requirements. The narrative states any issues or concerns will be conveyed by academic and/or clinical practice colleagues to the Personal Tutor for action. At the visit, senior managers confirmed it is the programme lead's responsibility to provide supporting declarations of health and character for students. The visitor team is assured that the standard is met.
6. In considering Standard 1.5, the visitor team agreed that there is a process in place that allows potential students the opportunity to apply for Recognition of Prior Learning (RPL). The programme specification Nursing Associate Apprenticeship states that prior to commencing an apprenticeship Northumbria may conduct an assessment of prior learning and experience and record this information in the Individualised Learning Record (ILR). The prior learning and experience of each applicant is mapped against the programme learning outcomes and apprenticeship standards in compliance with Education and Skills Funding Agency (ESFA) policy on initial skills assessment, and the programme specification Nursing Associate Direct

Entry states that both theoretical and practical achievements may be used to RPL up to 50% of the programme. For the Nursing Associate (Foundation Degree), 120 hours is the maximum permitted amount of credit. The senior managers and the programme team corroborated this and students at the visit were not only aware, but several had also applied for and were granted RPL.

7. In considering Standard 1.6, the visitor team considered the narrative which states 'Nursing Associate students receive comprehensive support throughout their studies, with various integrated support mechanisms incorporated into the modular framework of their programme' and 'Numeracy skills are delivered in Practice 1, Practice 2, yearlong modules, at Higher Education levels 4, 5'. This was corroborated in the programme handbooks, and there is evidence of constructive feedback as a method of support detailed in HE NAPAD Part 1. This was further corroborated by students met during the visit who were complimentary of the feedback received thereby meeting the standard.
8. In considering Standard 1.6, the visitor team reviewed a range of evidence and is confident that the standard is met. The use of technology is evidenced throughout, in particular university and clinical virtual learning platforms and their practice which includes electronic data input to record clinical observations, access to blood glucose monitoring, clinical equipment, electronic drug charts, electronic drug dispensing, electronic patient notes and infusion devices.
9. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 1: Selection, admission and progression of students and learners to enable the NMC Standards 1.1 to 1.6 to be met.

## Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Ensure that the programme hours and programme length are:  2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,  2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes.  2.6.3 consonant with the award of a Foundation degree (typically 2 years).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Curriculum requirements

The proposed programme adheres to the NMC requirement of 2,300 learning hours and programme length of two years. The module and programme specifications, programme planner and handbooks demonstrate 50% theory and 50% practice learning. Students will have 1,150 hours of theory and 1,150 hours of practice.

## Findings

10. The visitor team considered a range of evidence linked to the proposed approval, including the programme specification and handbook, module specifications, placement capacity agreement, academic regulations for taught awards, placement plans, mapping documents for direct entry and apprenticeship routes and academic regulations. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
11. In considering Standard 2.1, the visitor team confirms that there is robust and effective partnership working with all stakeholders in developing and in the planned operation for these nursing associate programmes. Partnership working is well established and described in context statements for the direct entry and apprenticeship programmes. Northumbria advised the visitor team that it has strong working relationships with both Practice Learning Partners (PLPs) and Employer Partners (EPs). This was confirmed in meetings with PLPs and EPs. A statement of commitment for apprentices between Northumbria and Gateshead NHS Trust further demonstrates the management of relationships and ensuring that suitable arrangements are in place between Northumbria and the practice learning partners. Consultation with stakeholders has taken place and there is demand for the nursing associate programme (both direct entry and the apprenticeship route). Northumbria is part of a wider nursing associate network and as such is engaged in conversations about the nurse associate from a national perspective. A range of established forums exist, for example strategic partnership meetings, where the Northumbria staff and PLPs review workforce needs, curriculum adjustments and practice learning allocations. Service-level agreements are in place to formalise those arrangements. Stakeholder engagement has been extensive, and the process is well described in the evidence documentation submitted. Stakeholders including PLPs, PSCs and current students confirmed the clear lines of responsibility and accountability for the learning, and learning environments, for nursing associate students. However, the visitor team made **recommendation (R1)** that Northumbria monitor through annual self-reporting that the programme team continue to develop and strengthen PSCs' engagement across the whole programme provision to provide a more consistent approach including how they are prepared for their roles and responsibilities.
12. In considering Standard 2.2, the visitor team reviewed a range of evidence to show that the programme being proposed meets the NMC Standards for Student Supervision and Assessment (SSSA). In discussion with the programme team, and practice learning and employer partners, there was assurance that sufficient capacity was in place and strategy to expand capacity in line with student growth. The practice learning handbook details the roles required to support students in practice and the responsibilities of the role-holders are identified. Students are provided with further information about practice learning allocation and attendance requirements in the programme handbook. The Nursing Associate Practice Assessment Document (NAPAD) Parts 1 and 2 and the Ongoing Achievement Record (OAR) will be used as the record of practice assessments and achievement. Discussions during the visit with PLPs and EPs and the programme team as well as documentary review show that assessments at programme level will meet the NMC SSSA.
13. In considering Standard 2.3, the visitor team confirms that the information provided in the context statements for the direct entry and apprenticeship programmes outlines the approach taken when developing the curriculum in detail. Practice learning has been at the core of this development and problem-based learning will be the

educational approach taken to apply theory to practice. The programme learning outcomes as presented in the programme specifications are mapped to the modules which are also mapped against the NMC Standards of proficiency for nursing associates. Further mapping of the knowledge, skills and behaviour of the nursing associate apprenticeship standard against the module and programme and module learning has also been provided. Practice learning circuit plans provided further evidence that students will have a range of placements across the lifespan to enable them to meet the proficiencies for nursing associates. This was confirmed at the event by the programme team as well as PLPs and EPs.

14. In considering Standard 2.4, the visitor team confirms that the design and delivery of the proposed programme supports students in both theory and practice and recognises the importance of the integration of these two aspects, thus meeting the standard. Documentary analysis confirms practice learning will take place across the lifespan and in a variety of settings for direct entry and apprenticeship routes. Placement plans provided further evidence that students will have a range of placements across the lifespan to enable them to meet the proficiencies for nursing associates. This was confirmed at the event by the programme team, and PLPs and EPs. From the documents provided, the themes across the programme and within these modules ensure student learning experiences are non-field specific. Employers and Northumbria have considered arrangements to ensure all students will have the appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings. A commitment statement has been provided demonstrating employers' commitment to supporting nursing associates in the PLP. The allocation of practice learning opportunities is managed through the Placement Management System which provides information about the placement area and learning opportunities. There is a robust process in place to evaluate each practice learning experience and students must complete this. Northumbria advised the visitor team that it shares this information with the PLP and EPs at their regular meetings. Students informed the visitor team that their feedback is acted upon.
15. In considering Standards 2.5, 2.6 and 2.7, the visitor team agree that there is evidence that mapping has been undertaken to show how the programme and module outcomes and content meets the Standards of proficiency for nursing associates. The six platforms have underpinned the curriculum planning and development process. There is sufficient time allocated within the curriculum to allow students to meet the Standards of proficiency for nursing associates. Discussions with the programme team and practice staff confirm that the proposed programme design will enable the standards of proficiency to be met through theory and practice learning. The programme is of sufficient length to meet the Standards of proficiency for nursing associates. Theory hours are achieved through a range of pedagogies including lectures, workshops, role play, online and independent study such as problem-based learning and reflective learning. Practice learning hours are recorded electronically in the ePAD and all programme and 'off the job' training hours are managed via the apprenticeship management system. Practice learning is managed collaboratively through the Northumbria placement team and the practice education team in the PLPs and EPs. The programme handbook outlines the range of practice learning experiences and additional learning opportunities in other practice areas that may be available to ensure students meet the programme requirements. Nursing associate apprentices are informed about protected learning time in the programme specifications. This is included in the 1,150 hours of practice learning allocation. Employer partners informed the visitor team that they are committed to providing the protected learning time required by the apprentices and have processes in place to oversee this. The visitor team is confident that the standard is met.

16. In considering Standard 2.8, the visitor team confirmed that the documentary analysis shows that simulation-based education is strategically integrated into the curricula and delivered proportionately as a blended approach. This is aligned to the module learning outcomes across the programme and included in the programme learning outcomes. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning. Northumbria has a range of resources to support the effective delivery of simulation, including simulation suites, technical and academic staff. There are no simulated practice learning hours included in this programme. Objective structured clinical examination (OSCEs) will be used to assess students against the module learning outcomes which have been mapped to the NMC standards. Students access online learning packages and submit their assessments via the virtual learning environment (VLE, Blackboard Ultra). Students receive feedback on their academic work through the VLE. In addition, the PAD is utilised to record practice learning, also requiring the students to develop their digital capabilities. Technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. Discussion at the visit with the programme team confirmed the opportunities across the programme for students to engage in simulated learning across the curriculum through a range of planned activities in the modules to support their learning.
17. Standard 2.9 is not applicable to this Nursing Associate programme as this programme is not part of a broader integrated pathway. This programme is designed specifically to meet the NMC Standards of proficiency for nursing associate as an independent qualification and registration.
18. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC Standards 2.1 to 2.8 to be met.

## Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<p>Ensure that nursing associate students have protected learning time in line with one of the following two options:</p> <p>3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice.</p> <p>3.4.2 Option B: nursing associate students, via work-placed learning routes:</p> <p>3.4.2.1 are released for a minimum of 20 per cent of the programme for academic study.</p> <p>3.4.2.2 are released for a minimum of 20 per cent 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</p> <p>3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Practice learning requirements

Apprentices must be released by the employer for at least 20% of the programme for academic study with a minimum of 1,150 hours of clinical practice learning, with 460 hours dedicated to external practice placements.

The direct entry programme consists of at least 2,300 hours over two years split equally between theory and practice. A minimum 1,150 hours will be in practice learning across the two years of the programme.

## Findings

19. The visitor team considered a range of evidence linked to the proposed approval, including The Interprofessional Education Strategy, The Practice Learning: Ensuring Quality document, NAPAD, OAR and the Student Implementation Nursing Associate document. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
20. In considering Standard 3.1, the visitor team reviewed the Education Audit of Practice which confirms that placement areas are subject to quality assurance and are monitored through a structured process. The use of the Placement Management System ensures compliance with regional standards. The Practice Learning: Ensuring Quality document formalises student support and preparation for placements. It aligns with NMC standards and outlines key responsibilities. The Interprofessional Education Strategy outlines a strong commitment to interprofessional learning, detailing structured opportunities for students to collaborate across disciplines. The NAPAD and OAR documents confirm that practice learning is quality assured and aligned with NMC standards. The assessment process ensures that students develop across a range of placement settings. The review of documentary evidence, together with discussions with the programme team, existing students and practice staff confirm that the Standards of proficiency for nursing associates will allow students to deliver safe and effective care.
21. In considering Standard 3.2, the visitor team considered the NAPAD Parts 1 and 2 and confirmed that practice learning requirements are outlined and mapped in accordance with NMC standards. The OAR captures student progress and ensures alignment with programme outcomes. The programme handbooks explicitly set out the expectations for practice learning, including practice learning structures, learning outcomes, and professional standards. The practice learning strategic agreements with Northumbria Healthcare NHS Trust, Newcastle upon Tyne Hospitals NHS Trust, and Gateshead Health NHS Trust confirm that practice opportunities are formalised and structured, ensuring students gain appropriate experience. The evidence confirms that students experience a variety of practice learning opportunities across different settings, of varying lengths and includes acute care and out-of-hospital care.
22. In consideration of Standard 3.3, the visitor team reviewed the documentary evidence, together with discussions with the programme team, existing students and practice staff. While the standard is met, the visitor team made **recommendation (R2)** that Northumbria monitor through the annual self-report that there are clear lines of responsibility and accountability to ensure compliance with all legal, regulatory, professional and educational requirements. The recommendation was made by the visitor team regarding the inconsistency of information-sharing, understanding and agreement between what had been agreed, what was understood, and what was actually happening regarding reasonable adjustments.
23. In considering Standard 3.4, the visitor team confirmed and endorsed that the programme specifications reference a minimum of 1,150 hours of practice-based education across two years. The specification includes practice learning experiences where students are supervised and assessed by appropriately prepared practice supervisors (PSs), practice assessors (PAs), and academic assessors (AAs). Direct entry students are supernumerary while on placement (Option A) and the description of practice learning aligns with 'not in the numbers but part of the team', as students are clearly positioned to experience a broad range of learning opportunities rather

than being treated as additional workforce. During the meeting with the programme team, PLPs and EPs gave assurance that either protected learning time will be provided for apprentices working within the trust or supernumerary status for those in external placements. The document confirms that apprentices must be released for at least 20% of the programme for academic study. It specifies a minimum of 1,150 hours of clinical practice learning, with 460 hours dedicated to external practice learning experiences. Protected learning time is highlighted as a requirement, with employers expected to provide a structured approach to ensure apprentices receive adequate time for learning which aligns with Option B. The document states that apprentices will be supervised by Registered Nurses, Nursing Associates, and other registered healthcare professionals, ensuring that learning remains structured and effective.

24. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC Standards 3.1 to 3.4 to continue to be met.

## Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	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%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Assess students to confirm proficiency in preparation for professional practice as a nursing associate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

25. The visitor team considered a range of evidence linked to the proposed approval, including Education Audit of Practice, Academic Regulations, External Examiners Policy, Continuous Programme Performance Review (CPPR) Guidance. The visitor team also met with key stakeholders including senior management representatives, the programme team and students.
26. In considering Standard 4.1, the visitor team found the Education Audit of Practice supports this by requiring placement audits to ensure students receive safe and inclusive learning experiences. The Academic Regulations for Taught Awards establish governance structures ensuring that programme quality and compliance with regulatory standards are maintained. The External Examiners Policy confirms external scrutiny over assessment fairness, academic standards, and student progression. The CPPR Guidance outlines a structured review process to continuously monitor programme performance, ensuring alignment with NMC Standards framework for nursing and midwifery education. The programme handbooks confirm that student learning is coaching-led, with structured assessment and professional development frameworks in place. The Education Audit of Practice

confirms that educators and assessors must be appropriately qualified and undergo periodic training and updates. Northumbria's approach aligns with NMC expectations, ensuring that students are supervised and assessed by competent professionals.

27. In considering Standard 4.2, the visitor team reviewed evidence such as the Practice Learning Handbook which shows that Northumbria adheres to the NMC SSSA, outlining the roles of PSs, PAs, and AAs confirming that the standard is met. It was clear to the visitor team during discussion with practice learning and employer partners that the apprentices are only assessed by registered practitioners, either a Registered Nurse or Nursing Associate who have been suitably trained within the SSSA standards. The document details how students are supported in practice, assessed by Registered Nurses and Nurse Associates, and given structured learning opportunities.
28. In considering Standard 4.3, the visitor team reviewed the documentation and narrative within submitted evidence where the name of the Registered Nursing Associate responsible for directing the education programme was provided.
29. For Standard 4.4, the visitor team considered the programme specifications, which confirm that each programme integrates formative and summative assessment, with formative tasks designed to prepare students for summative assessments. Module specifications detail how each module includes structured formative assessments leading into summative evaluations, ensuring feedback loops are in place. NAPAD Parts 1 and 2 and the OAR document show structured feedback processes, confirming adherence to the NMC SSSA. NAPAD documents detail how supervisors and assessors provide feedback on progress, ensuring consistency across practice learning environments. The visitor team is confident that the standard is met.
30. In considering Standards 4.5 and 4.9, the visitor team confirmed that the documents comprehensively map programme learning outcomes against the NMC Standards (2024) covering key competencies across knowledge, intellectual/professional skills, and personal values. Mapping ensures students are progressing logically through their learning, with modules structured to build proficiency from Level 4 (foundation) to Level 5 (advanced skills and responsibilities). Key areas such as research application, health promotion, regulatory compliance, and safe practice are explicitly addressed, demonstrating a structured approach to meeting the Standards of proficiency for nursing associates. The NAPAD and OAR are used to track student progress in placement settings. The NAPAD explicitly references the requirement for protected learning time, ensuring students have structured opportunities to develop skills in external placements. Assessment methods are mapped against NMC standards, ensuring students successfully meet their required competencies before progression. Structured reflection, feedback mechanisms, and sign-off proficiencies confirm that learning and practice are interlinked, as stated in the narrative. The visitor team is assured that these standards are met.
31. In considering Standard 4.6, the visitor team reviewed documentation and narrative, which states that Northumbria and its PLPs have collaboratively agreed on a structured approach to medicines management assessments for Nursing Associate students. The NAPAD Parts 1 and 2 and the OAR confirm the use of structured digital PADs. These ensure student progression is tracked across multiple placements and that assessment decisions are evidence-based. The NAPAD explicitly states that nursing associate students have either supernumerary status (direct entry) or protected learning time (apprenticeship route). The Practice Learning Handbook confirms the expectation for students to receive structured supervision and mentorship.

32. In considering Standard 4.7, the visitor team reviewed the Practice Learning Handbook which defines the roles and responsibilities for PSs, PAs, and AAs. Assessors confirm student proficiency for professional practice, with final sign-off in the NAPAD and OAR before submission to NMC for registration, thus meeting the standard.
33. In considering Standard 4.8, the programme specifications confirm that there is an equal weighting in the assessment of theory and practice demonstrated by the distribution of credit and mapping of programme learning outcomes and formative and summative assessment for theory and practice modules. The NAPAD Parts 1 and 2 list all required proficiencies and assessment criteria that PAs must sign off. The OAR summarises student progress and final competency confirmation requiring signatures from the PA and AA.
34. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC Standards 4.1 to 4.9 to be met.

## Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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 to register their award.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

35. The visitor team considered a range of evidence linked to the proposed approval, including the programme specification and handbook, Admissions policy, and Handbook of Student Regulations Taught programmes. The visitor team also met with key stakeholders including senior management representatives, the programme team and students.
36. In consideration of Standard 5.1, the visitor team confirms that the Academic Regulations and the Programme specification Nursing Associate direct entry and Programme specification Nursing Associate Apprenticeship detail the programme title - Foundation Degree Nursing Associate - with a detailed programme structure consisting of two years, cumulating in a Level 5 award (240 credits), thus meeting the standard.
37. In considering Standard 5.2, the visitor team confirms that both handbooks and the Declaration of Good Character and Good Health refer to this requirement. Students met by the visitor team at the visit confirmed their understanding that they are notified during the programme that they have five years to register their award with the NMC. The visitor team is confident that the standard is met.
38. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC Standards 5.1 and 5.2 to be met.

## Annexes

### Annexe 1: Explanation of findings for Part 2: Standards for student supervision and assessment

#### Effective practice learning

#### Standard 1: Organisation of practice learning

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable
1.1	Practice learning complies with the <a href="#">NMC Standards framework for nursing and midwifery education</a> (Part 1).	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.2	Practice learning complies with specific programme standards.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.3	Practice learning is designed to meet proficiencies and outcomes relevant to the programme.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.4	There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.5	There is a nominated person for each practice setting to actively support students and address student concerns.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.6	Students are made aware of the support and opportunities available to them within all learning environments.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.7	Students are empowered to be proactive and to take responsibility for their learning.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.8	Students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.9	Learning experiences are inclusive and support the diverse needs of individual students.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.10	Learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
1.11	All nurses, midwives and nursing associates contribute to practice learning in accordance with <a href="#">the Code</a> .	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

#### Findings

1. The visitor team considered a range of evidence linked to the proposed approval, including Northumbria's quality standards, Placement Evaluation Policy, programme specification, Education Audit of Practice and documents which map the module and programme learning outcomes for nursing associate programmes to the NMC

Standards framework for nursing and midwifery education (SFNME) and Standards for Student Supervision and Assessment (SSSA). The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.

2. In considering Standard 1.1 and 1.2, the visitor team considered the narrative provided in the initial submission and the supplementary submissions, together with the review of documentary evidence, and discussions with senior managers (which also included members of the programme team), the practice partners and the students. Practice Learning: Ensuring Quality and Education Audit of Practice procedures provides a clear framework ensuring that all practice learning environments meet the NMC SFNME and quality expectations. The Education Audit of Practice maps the practice learning outcomes with programme standards and the NMC SFNME. Practice Learning: Ensuring Quality provides a detailed quality assurance framework and example of a formal placement agreement. It demonstrates collaborative efforts with NHS Trusts and the private, voluntary and independent sector to ensure high quality practice learning environments. Discussions with the programme team and practice staff confirm that the processes within the evidence base are followed in practice and there are no changes in terms of compliance with Part 1 since the initial approval.
3. Considering Standard 1.3, the visitor team reviewed the submitted evidence base including the programme specifications for Nursing Associate which demonstrates that practice learning is designed and assessed to meet the standards of proficiencies and programme outcomes. There is evidence that the programme learning outcomes as presented in the programme specifications are mapped against the Standards of proficiency for nursing associates. The electronic Practice Assessment Document (ePAD) will be used to assess students against specific proficiencies from the standards for nursing associates. Practice assessment is undertaken by the practice assessor and academic assessor. A range of assessment strategies run throughout the programme to assess students' knowledge, skills, behaviours, attitudes, and standards of proficiency. Assessment strategies include written assignments, observed clinical structured examinations (OSCEs), unseen examinations, multiple choice question exams, medicines calculations, posters and written reflective accounts.
4. Considering Standard 1.4, governance oversight of practice learning is evidenced in Health and Life Sciences (HLS) Faculty Committee Structure which establishes clear faculty oversight, with the Faculty Associate Pro-Vice Chancellor for Learning and Teaching who is Chair of this committee ensuring strategic oversight. The narrative provided in the initial submission, the supplementary additional evidence, together with the review of documentary evidence, as well as a presentation and discussions with the programme team, the practice partners and the students, confirm that there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments. The visitor team is assured following meetings with the programme team, practice learning and employer partners that there is capacity planned to cope with the growth in student and apprentice numbers. With regards to individual support, the narrative identifies the roles of academic assessor (AA) and the professional support staff in the Placements team, Practice Education Facilitators (PEFs) and Practice Placement Facilitators (PPFs), and practice supervisor (PS). The Practice Learning Handbook academic year 2024/25 related to Nursing Associate Apprentice/Direct Entry is clear on the roles which support students correlating with the standard. The presentation at the visit gave confirmation, with students and practice partners providing further evidence. The Practice Learning Handbook for Students, Practice Supervisors,

Practice Assessors and Academic Assessors is a comprehensive document which informs about key roles to support students and staff learning and assessment in practice. Quality assurance and monitoring is carried out as evidenced in documentation, including Practice Learning: Ensuring Quality which explains the infrastructure and processes, and the practice placement evaluation update for practice colleagues and the Education Audit of Practice (EAP) are tools for determining the practice learning opportunities and student capacity. Policies and guidance were reviewed which supports students, and includes lone working, reasonable adjustments, raising and escalating concerns. These are reviewed on an annual basis. Processes relevant to safe and effective coordination of learning within practice learning environments include placements planning, attendance monitoring and raising concerns.

5. In considering Standard 1.5, the visitor team considered the narrative provided in the initial submission and the supplementary submissions, together with the review of documentary evidence, and discussions with the senior managers and the students. There is a nominated person for each practice setting to actively support students and address student concerns. The Practice Learning Handbook for Students, Practice Supervisors, Practice Assessors and Academic Assessors, 2024/25 states 'There will be a nominated person for each practice setting'. The Nursing Associate PAD Part 1 has a place where the details of the name and contact email address of the nominated person to support students and address concerns are added, together with names and details of the students' practice and academic assessor. This role is not allocated to each student but allocated to each practice area. This was confirmed at the visit by senior managers.
6. In considering Standard 1.6, the visitor team reviewed the narrative which states developing the infrastructure and providing student information is a two-part process. The infrastructure includes Ask4Help which is a frontline enquiry service, the Northumbria Library, which is both digital and physical, a Northumbria Skills Programme, which is skills sessions, and Skills Plus the library's collection of online learning, which on inspection is comprehensive. Students are made aware of this through various mediums and documents, for example induction days, programme handbooks, and Blackboard - Northumbria's virtual learning environment. There is a range of personnel who ensure students are made aware of the support and opportunities available, for example the academic support team for pastoral support, module leaders, dissertation supervisors, and individual personal tutors. During the visit meetings, the programme team detailed clearly the support offered to students which was confirmed by students who were very complimentary with regards to the support provided.
7. Considering Standard 1.7, the visitor team considered the narrative provided in the initial submission, together with the review of documentary evidence, and discussions with the students. Students confirmed they are empowered to be proactive and to take responsibility for their learning. The reference to empowerment is within several documents, including the programme handbooks, programme specifications, North England electronic Practice Assessment Document (NEePAD) and on the Northumbria website. Assessments are student-centred with the student encouraged to take an active role by conducting self-assessments and reflection. Feedback is provided which also gives learners the opportunity for self-evaluation. Empowerment and self-learning were outlined by the students at the visit.
8. In considering Standard 1.8, the visitor team reviewed the evidence and confirmed that both programme handbooks and specifications refer to opportunities for students to learn from a range of relevant people in practice learning environments relevant to

their placement opportunities, including patients, health care and support workers and inter-professionals. Meetings during the visit corroborated that students were empowered, specifically that students should take ownership of their learning and actively seek out learning opportunities, ask questions, and apply theoretical knowledge in practical settings.

9. In considering Standard 1.9, the visitor team confirmed that there is an Equality and Diversity policy which is referred to in the programme specifications. The Reasonable Adjustments Policy and Procedure outlines 'Northumbria University is committed to providing an environment in which diversity is valued and encouraged, where there is equal access to opportunities and services' and placement staff in consultation with the student will monitor any adjustments in place to ensure they are working well. Northumbria's Student Life and Wellbeing team supports students with specialist advisers. There is evidence of a variety of learning experiences to ensure inclusivity. Evidence from students at the visit gave reassurance that individual needs were not only catered for, but the support provided ensured individuals reached their potential.
10. In consideration of Standard 1.10, the visitor team reviewed the narrative which outlines all students must demonstrate progression in learning, teaching and assessment which is monitored via the ongoing record of achievement (ORA). Placements are managed to ensure students achieve the requirements of the programme and build in several factors when the allocation is made. In both programmes, individual needs are discussed and recorded in initial meetings, midpoint reviews and for apprenticeships, and three-monthly tripartite progress reviews. During the visit, students were complimentary of the programmes they are undertaking and corroborated that they are supported individually. The programme team and practice partners confirmed their roles in the student meetings and reviews.
11. In considering Standard 1.11, the visitor team reviewed Practice Learning: Ensuring Quality, a comprehensive document which outlines the roles and responsibilities between Northumbria, placement learning and employer partners and students. This document is underpinned by the Raising and Escalating Concerns Policy which offers guidance to students, academic and practice staff to support them in raising complaints or concerns that may arise in practice placements. These documents outline to staff and students the professionalism, practice, safety and care expected. Students provide feedback regarding their placement as outlined in the evaluation of practice placements with questions relating to patient care and conditions, working conditions and timely support. During the visit discussions with practice partners and students substantiated that they contribute to practice learning in accordance with the Code.
12. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 1: Organisation of practice learning for students to enable the NMC Standards 1.1 to 1.11 to be met.

## Supervision of students

### Standard 2: Expectations of practice supervision

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable
2.1	All students on an NMC approved programme are supervised while learning in practice.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.2	There is support and oversight of practice supervision to ensure safe and effective learning.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.3	The level of supervision provided to students reflects their learning needs and stage of learning.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.4	Practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.5	There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.6	Practice supervision facilitates independent learning.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
2.7	All students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

### Findings

13. The visitor team considered a range of evidence linked to the proposed approval, including the Placement Evaluation Policy, Practice placement evaluation policy, Education Audit of Practice and documents which map the standards for nursing associate programmes to the NMC SFNME and SSSA. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
14. In considering Standard 2.1, the visitor team reviewed the Placement agreement which explains that each student has an appropriately registered practice learning educator or placement supervisor who provide supervision based on their experience and capabilities. The Education Audit of Practice demonstrates that audits are undertaken annually to assure the quality of the practice learning environments.
15. In considering Standard 2.2, the visitor team reviewed the Learner Support Policy which outlines structured processes for student support, including safeguarding, raising concerns, and managing students in difficulty and the Practice Learning: Ensuring Quality document which provides an overview of governance and quality measures for placement learning.
16. In considering Standard 2.3, the visitor team reviewed the Nursing Associate Practice Assessment Document (NAPAD) which states the responsibility of students, PSs and PAs to ensure an appropriate level of support and supervision on placement. The Placement Charter outlines student rights and responsibilities, reinforcing student accountability for their learning and development. The programme handbook

includes guidance on student engagement and participation in practice learning, ensuring they take an active role in their education.

17. In considering Standard 2.4, the visitor team reviewed the Placement Agreement which outlines the process for raising concerns about patient safety, ensuring immediate cooperation between Northumbria and practice learning partners. It also details the requirement for prompt notification when complaints arise from students, patients, or placement staff. The Practice Learning: Ensuring Quality details governance structures that monitor placement safety and student support, and the Evaluation Update for Practice Staff confirms that student and staff feedback is used to monitor and improve placement safety. The Handbook of Student Regulations provides structured disciplinary and fitness-to-practise procedures while the Raising and Escalating Concerns Policy details the escalation process for student concerns and practice learning issues.
18. In considering Standard 2.5, the visitor team reviewed the Practice Learning Handbook and PAD which confirm that students must have structured and timely inductions, with individual learning needs assessed at the outset. The Practice Environment Profiles facilitate continuity by documenting learning opportunities across placements, ensuring students are exposed to appropriate and consistent supervision. The Modelling SSSA Report also reinforces the necessity of structured continuity in supervision. The supervision process is outlined in the PAD, which ensures that all students receive timely induction and assessment of their learning needs. The Practice Learning Handbook further supports this by detailing how PSs and PAs will coordinate student supervision. The education audit of practice has been updated to ensure that concerns regarding student supervision, safety, or proficiency are identified and addressed through appropriate escalation. The Practice Environment Profiles provide further assurances that practice learning areas are meeting supervision and safety standards.
19. Considering Standard 2.6, the Programme Framework for Northumbria Awards underpins all university-approved programmes and confirms a focus on student-centred learning. This document establishes that all Northumbria programmes are designed to develop independent learning and critical thinking, ensuring students engage with theoretical and practical learning. The Practice Learning Handbook confirms that students identify their role in independent learning. The PAD supports this by providing structured templates that help students take responsibility for their learning.
20. Considering Standard 2.7, Northumbria has developed a system for the management of practice learning experiences including a Director of Placements and placement management system (ARC PrepNet and Auditnet). The placement management system permits access for students, placement and employer providers and allows the Director of Placements the ability to allocate a mentor, supervisor, and assessor to the student ahead of the placement. The system signals a warning if the allocation does not follow Professional, Statutory and Regulatory Bodies (PSRB) requirements. An education audit of practice confirms regular audits are conducted to ensure PS and PA roles are compliant against NMC SSSA.
21. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 2: Expectations of practice supervision to enable the NMC standards 2.1 to 2.7 to be met.

## Standard 3: Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable
3.1	Serve as role models for safe and effective practice in line with their code of conduct.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
3.2	Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
3.3	Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
3.4	Have current knowledge and experience of the area in which they are providing support, supervision and feedback.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
3.5	Receive ongoing support to participate in the practice learning of students.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

### Findings

22. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning Handbook - PAs, PSs, AAs, Practice Learning Ensuring Quality, Evaluation update for practice staff, and Nursing Associate Practice Assessment Document (NAPAD) Parts 1 and 2 adapted. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
23. In considering Standard 3.1, the visitor team reviewed the Practice Learning: Ensuring Quality document which outlines the transitional training strategy that was discussed and agreed upon by the Partnership Board and debated in the Regional Learning Environment Leads (RLEL) meetings. The Practice Learning Handbook provides additional details on PS preparation and support, ensuring that all supervisors receive structured guidance on their role, responsibilities, and student expectations. The Evaluation Update for Practice Staff confirms that student evaluations contribute to the ongoing review of training quality and placement experiences, allowing Northumbria to identify gaps in supervisor training.
24. In considering Standard 3.2, the visitor team reviewed the Practice Learning: Ensuring Quality document which confirms that a regional approach has been developed to ensure standardised preparation and supervision practices across different placement providers. This document also outlines the implementation plan, which provides multiple options for training including both online modules and face-to-face workshops, ensuring accessibility and flexibility for all supervisors. The PAD ensures that supervisors operate within their scope of practice and can effectively support students in achieving learning outcomes.
25. In considering Standard 3.3, the Practice Learning: Ensuring Quality document confirms that placement agreements between Northumbria and placement providers include provisions for ensuring appropriately trained and prepared staff for student supervision. It also details the role of the placement tariff paid by NHS Trust in covering additional resources, supporting the claim that job descriptions and funding

mechanisms are in place to support supervision. The Practice Learning Handbook explains the roles of the PS reinforcing the need for structured support and training and confirms the inclusion of mandatory training and annual updates.

26. Considering Standard 3.4, the visitor team considered the Practice Learning Handbook which reinforces the concept of structured supervision and assessment, ensuring that students are supported appropriately. It also describes the role of the nominated person and the education lead, verifying their responsibilities. Evaluation Update for Practice Staff highlights the use of evaluation mechanisms in practice placements and introduces an updated system where students complete evaluations that trigger alerts if issues arise. This corroborates that there is an ongoing process to monitor the effectiveness of supervision and learning environments.
27. Considering Standard 3.5, the visitor team reviewed the HE England NAPAD Parts 1 and 2, which provide structured assessment frameworks for student nursing associates. They highlight protected learning time and expectations for supervision, confirming that resources must be allocated to ensure supervisors can fulfil their roles.
28. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 3: Practice supervisors: role and responsibilities to enable the NMC Standards 3.1 to 3.5 to be met.

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

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable
4.1	Contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
4.2	Contribute to student assessments to inform decisions for progression.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
4.3	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.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
4.4	Are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.	• <input checked="" type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

### Findings

29. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning Handbook - PAs, PSs, AAs, Practice Learning Ensuring Quality, Declaration of Good Character and Good Health, and Nursing Associate Practice Assessment Document (NAPAD) Parts 1 and 2 adapted. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
30. In considering Standard 4.1, the visitor team reviewed the Practice Learning Handbook which outlines the roles and responsibilities of the PS, reinforcing their involvement in assessment and progression discussions. The PAD provides specific templates designed to enable documentation by PSs, ensuring a structured approach to monitoring student conduct and proficiency. The Modelling SSSA Report gives a research-backed foundation for supervision and assessment roles, highlighting the importance of the six 'C's' (Co-ordination, Continuity, Communication, Coaching, Creativity and Capacity which form the six key principles essential for a quality placement), particularly communication, which is embedded in the assessment framework.
31. Considering Standard 4.2, the visitor team reviewed the Practice Learning Handbook which outlines the structured roles of PSs, PAs, and AAs, ensuring they have a shared understanding of responsibilities, and that their contributions to assessment decisions are supported. The PADs provides structured templates that require PSs to record observations, ensuring their feedback is considered when making progression decisions.
32. In considering Standard 4.3, the evidence confirms that communication pathways between PSs, PAs, and AAs are structured and transparent; the ePAD facilitates accessible records for engagement. Templates and scheduled touchpoints in the PADs ensure collaboration between PSs, PAs, and AAs. Education audits actively

monitor collaboration between assessors and supervisors. Annual training updates reinforce role understanding and communication effectiveness.

33. Considering Standard 4.4, the visitor team reviewed the Placement Agreement which explicitly states that the host organisation must inform Northumbria as soon as possible if concerns arise regarding a student's conduct, attendance, or fitness to practise. This ensures early intervention and collaborative problem-solving, with a structured improvement plan to monitor progress. There is a clear process for raising concerns, with defined roles and responsibilities. Practice supervisors are trained and supported to raise concerns appropriately. Templates and guidance documents ensure transparency and consistency in managing concerns. Collaboration between Northumbria and placement providers ensures concerns are managed effectively.
34. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 4: Practice Supervisors: contribution to assessment and progression to enable the NMC Standards 4.1 to 4.4 to be met.

## Standard 5: Practice supervisors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable
5.1	Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Have understanding of the proficiencies and programme outcomes they are supporting students to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

35. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning Handbook - PAs, PSs, AAs, Practice Learning Ensuring Quality, Evaluation update for practice staff, Nursing Associate Practice Assessment Document (NAPAD) Parts 1 and 2 adapted, and Recognition of Prior Learning and HE Policy Framework. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
36. In considering Standards 5.1 and 5.2, the visitor team reviewed the narrative and submitted evidence that provides clear evidence of structured training, preparation pathways, and ongoing support mechanisms for PSs. The PAD provides clear explanations of student proficiencies and programme requirements, ensuring that supervisors and students have access to the same information. This transparency supports consistency in supervision and assessment. The Practice Learning Handbook confirms that annual curriculum and learning in practice updates are available to assist supervisors maintain and develop their skills. These updates include discussions on changes to the curriculum, best practices, and challenges in student supervision. Supervisors receive structured training on the programme, learning outcomes, and assessment expectations. Training includes online and face-to-face options, ensuring accessibility and flexibility. Annual updates keep supervisors informed about curriculum changes and best practices. Supervisors and students have access to the same programme information, ensuring clarity and consistency.
37. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 5: Practice supervisors: preparation to enable the NMC Standards 5.1 to 5.2 to be met.

## Assessment of students and confirmation of proficiency

### Standard 6: Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable
6.1	All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	Midwifery students are assigned to practice and academic assessors who are NMC registered midwives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Nursing associate students are assigned to practice and academic assessors who are either an NMC registered nursing associate or an NMC registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.8	Practice and academic assessors receive ongoing support to fulfil their roles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

38. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning: Ensuring quality document and Health England Nursing Associate Practice Assessment Document (HE NAPAD), Faculty of Health and Life Science Workload Summary, Educational audit of practice, Evaluation update for practice staff and Raising and Escalating Concern policy. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.

39. The visitor team confirms that Standards 6.3, 6.4, 6.5 and 6.7 are not in scope for this proposed approval.
40. In consideration of Standard 6.1, the visitor team considered that the Practice Learning Handbook for Students, Practice Supervisors, Practice Assessors and Academic Assessors provides comprehensive documentary evidence that students are assigned to an academic assessor for each part of the programme. The assessor roles and responsibilities are detailed in the Practice Learning Handbook. The Practice Learning: Ensuring quality document details processes within Northumbria to ensure students have knowledge of the academic assessor and students are also informed via the ePAD of the role requirements.
41. In considering Standard 6.2 the visitor team reviewed the documentary evidence which indicates that there is a nominated practice assessor (PA) who has undertaken preparation for their role. The PA responsibilities are identified in student-facing documentation. The PA is responsible for the formal assessment in the practice learning placement. Allocation of PAs is through the placement management system which provides information to the students on who their nominated PA will be while on placement. A comprehensive training plan for PAs is in place. Information referencing the NMC SSSA are explicit in the programme specifications and student-facing documentation. PAs are informed about the curriculum and updates to this via face-to-face meetings in the practice learning environment which are facilitated by the Practice Education Facilitators. This was confirmed at the visit.
42. In considering Standard 6.6, the visitor team confirmed that there is a clear process for the allocation of PAs and AAs who are NMC-registered nurses with the appropriate equivalent experience in the field of nursing as identified by Northumbria in their internal quality document. The AA is allocated by Head of Department. PAs are assigned by the nominated person in the practice learning partner (PLP). Allocations are recorded in the placement management system which triggers a warning if the PA does not meet the requirements to support a student in a particular practice learning placement. Monitoring and review of this process is achieved through the Northumbria quality systems and review by the external examiner. Robust plans are in place for monitoring and review of the allocation system through monthly reviews with Practice Partner Education Leads, educational audits and student evaluations.
43. In considering Standard 6.8, the visitor team confirmed that there is evidence that Northumbria works in partnership with its PLPs to prepare PAs for their roles and for students to meet the requirements of the Standards of proficiency for nursing associates. AAs receive ongoing support from line managers and have a workload allocation to enable them to be effective in their role. Details of their training requirements for this role have been provided and an opportunity to discuss their role as an AA is provided via the appraisal process. AAs have an annual appraisal where training needs are identified.
44. In considering Standard 6.9, the visitor team confirmed that formal processes exist within the Practice Learning: Ensuring quality document to support PAs and AAs to raise concerns regarding a student's conduct, proficiency and achievements. AAs and PLPs have access to a flow chart to aid their decision making when a concern is raised. The ePAD provides further information on this process explaining when and how to raise a concern. From the document review this appears to be effectively managed in partnership between Northumbria and the PLPs. PLPs were able to inform the visitor team how they manage and raise a concern should it arise and were clear about the processes in place to enable them to do this. Senior managers

have an overview of such incidence and of the support available to staff and for students.

45. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 6: Assessor roles that are assigned, supported and can appropriately raise and respond to concerns to enable the NMC Standards 6.1, 6.2, 6.6, 6.8 and 6.9 to be met.

## Standard 7: Practice assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable
7.1	Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	Practice assessors have an understanding of the student's learning and achievement in theory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	Practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Findings

46. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning: Ensuring quality document and Health England Nursing Associate Practice Assessment Document (HE NAPAD), Academic Regulations for Taught Programmes, Educational audit of

practice, Evaluation update for practice staff and Raising and Escalating Concern policy. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.

47. The visitor team agreed that Standard 7.11 is not in scope for this proposed approval.
48. In considering Standard 7.1, the visitor team verified that PAs are prepared for their role through workshop attendance and online learning. This ensures they have the knowledge and skills to confirm student achievement in practice learning. The ePAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and assessment requirements which map to the Standards of proficiency for nursing associates. Introductory guidance details the role responsibilities for PSs and PAs are included. PAs record their decisions on student assessment, progress and proficiency in the ePAD.
49. Considering Standard 7.2, the visitor team verified that the roles and responsibilities of PSs and PAs are defined in programme documentation. This includes the training required to undertake these roles. The ePAD gives guidance to students and their PSs and PAs. The documentation provided outlines the communication process between PA and PS to enable them to make informed decisions about the assessment of practice learning and work collaboratively.
50. In considering Standard 7.3, the visitor team confirmed that PAs are prepared for their role by undertaking mandatory training. They are required to draw on the student's records, directly observe and have clear records of discussion with the PSs and AAs to make an objective and evidenced-based assessment decision. The ePAD records student learning, assessment and progress throughout the programme.
51. In considering Standard 7.4, the visitor team reviewed documentary evidence, and together with discussions with the programme team and practice staff confirmed that the Practice Learning Partners (PLPs) assume responsibility for ensuring the PAs maintain current knowledge and expertise relevant to the proficiencies for nursing associates through the Nominated person/Education lead. Support for this person is provided at organisational level and they are responsible for allocating the PAs. All PAs have current NMC registration and discuss their roles with their line manager as part of their personal development and NMC revalidation.
52. In considering Standard 7.5, the visitor team reviewed the formal agreements between Northumbria and PLPs which commit to the requirements of the SSSA. The ePAD identifies the collaboration required between the PA and AA to evaluate the students' performance and recommendation for progression. This recommendation to progress is ratified at Northumbria's award and progression board which is in line with the regulations.
53. In considering Standard 7.6, the visitor team reviewed the formal agreements between Northumbria and PLPs which commit to the time and resource required to support PAs to carry out their role. Northumbria and their PLPs recognise the importance of observation of practice. The PAD assessment guidance ensures that the PA will periodically observe the student when summative assessing medicines management and the episode of care. Internal quality assurance arrangements ensures that this practice is in line with their requirements.

54. Considering Standard 7.7, the visitor team reviewed the formal agreements between Northumbria and PLPs which commit to the time and resource required to support PAs and PSs to carry out their role. Preparation for these roles is provided so that an understanding of the requirements and responsibilities are known by the role holders. The ePAD requires feedback from PSs, PUSCs and other staff. This provides further opportunity for the PA to make informed decisions. Arrangements for feedback to PAs and PSs on placement is available via the ARC system and written materials provided by Northumbria.
55. Considering Standard 7.8, the visitor team reviewed the documentary evidence, and together with discussions with the programme team and practice staff confirm that the documentary analysis demonstrates that Northumbria has established processes in place to ensure the PA has an understanding of the students' learning and achievement in theory. For example, the PAs undertake annual training on curriculum updates and practice learning. In addition to this, the placement management system (ARC) permits secure access to the ePAD to complement the face-to-face meetings with the AA to discuss student progress and achievements.
56. In considering Standard 7.9, the visitor team reviewed the documentary evidence which informs that processes are in place to enable communication and collaboration between PAs and AAs. For example, if concerns are raised about a student's progress the PA and AA will arrange a face-to-face meeting with the student. In the final placement, prior to progression, the PA, AA and student will meet to discuss progress in theory and practice and consider recommendation for progression. This process is explained in the ePAD. The visit meeting with PLPs and AAs confirmed that there is strong partnership working and collaboration around student progression.
57. In considering Standard 7.10, the visitor team confirmed that Northumbria has established processes to monitor and review this standard via the education of practice audit. The placements team at Northumbria ensures that students are allocated correctly. However, ARC notifies the nominated person(s) in the placement area when students are allocated. The nominated person(s) then checks the allocations and informs the relevant team within the Trust and the Northumbria Placements Team if they are unable to support the student. This is reviewed and evaluated which is shared with PLPs. Student-facing information on these roles is detailed in the handbook so that expectations are clear to all.
58. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 7: Practice assessors: responsibilities to enable the NMC Standards 7.1 to 7.10 to be met.

## Standard 8: Practice assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice assessors:		Met	Not met	Met after conditions	Not applicable
8.1	Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:  8.1.1 interpersonal communication skills, relevant to student learning and assessment  8.1.2 conducting objective, evidence-based assessments of students.  8.1.3 providing constructive feedback to facilitate professional development in others, and knowledge of the assessment process and their role within it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Receive ongoing support and training to reflect and develop in their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

59. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning: Ensuring quality document and Health England Nursing Associate Practice Assessment Document (HE NAPAD), Academic Regulations for Taught Programmes, Educational audit of practice, Evaluation update for practice staff and HE England NAPAD Part 1. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
60. In considering Standard 8.1, the visitor team confirmed that processes are in place at Northumbria to prepare PAs, or for them to provide evidence of prior learning and experience, to enable them to demonstrate the skills required for their role. A mix of online learning and face-to-face workshops are provided. The content of these includes an overview of SSSA, the ePAD, communication expectations between PAs, PSs and AAs, giving constructive feedback. This is part of a collaborative project with other AEIs to standardise placement guidelines and procedures across the North East. The ePAD provides clear explanations of student proficiencies and programme requirements, ensuring that both the PAs and students have access to the same information. An annual review of the training programmes takes place as part of Northumbria's quality assurance processes. The visitor team triangulated at the visit that PAs receive updates on placement evaluations from Northumbria so are aware of areas for development.
61. Considering Standard 8.2, the visitor team considered the formal agreements that exist between Northumbria and Practice Learning Partner (PLPs) to ensure that there are sufficient appropriately trained staff. This also includes details regarding ongoing training and education. Northumbria provides access to annual curriculum and

learning in practice updates prior to continuing in an assessor role. At the visit senior managers informed the visitor team about the service-level agreement which ensures that there is sufficient staff and training identified to enable PAs to undertake their roles. This is monitored at senior level.

62. In considering Standard 8.3, the visitor team reviewed agreements between Northumbria and PLPs and these demonstrate the requirements and commitment to ensuring the PAs continue to develop their professional and practical knowledge. PAs are NMC registrants who are required to revalidate to demonstrate they are meeting the professional requirements of the Code. The PLP oversees this through the appraisal process. Northumbria works collaboratively to provide continuing professional development (CPD) to meet the needs of PLPs.
63. In considering Standard 8.4, the visitor team reviewed documentary evidence, together with discussions with the programme team and practice learning staff which confirm formal processes have been established and agreed between Northumbria and PLPs to share necessary information so students may be assessed fairly. This information is shared with PLPs and students, and discussion about the programme outcomes and proficiencies is part of the preparation for PAs. This is revisited annually in curriculum and learning in practice updates.
64. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 8: Practice assessors: preparation to enable the NMC Standards 8.1 to 8.4 to be met.

## Standard 9: Academic assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable
9.1	Academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Academic assessors make and record objective, evidence- based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Academic assessors have an understanding of the student's learning and achievement in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7	Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

65. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Health England Nursing Associate Practice Assessment Document (HE NAPAD), Fitness to Practice, Academic Regulations for Taught Programmes, Educational audit of practice, Evaluation update for practice staff and Raising and Escalating Concern policy. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
66. Considering Standard 9.1, the visitor team reviewed the documentary evidence which states that the AA will be assigned to the student for the academic year. The AA role is embedded in the year-long practice module. The AA has access to the student record system and as such can view academic progress and can link with the personal tutor if needed. Any cause for concern about achievement and progression will lead to a face-to-face meeting with the PA and student where progression decisions are made. Progression to the next level of study requires 120 credits at Level 4.

67. Considering Standard 9.2, the visitor team reviewed the documentary evidence, and together with discussions with the programme team and practice staff confirm that there are processes in place to enable the AA to make and record decisions and outcomes in the student record. There are opportunities for discussion with PAs and review of PADs regarding achievement of proficiencies and programme outcomes. Any issues relating to practice assessment or failing to achieve proficiencies or professional values are discussed with the personal tutor in addition to the PA. They countersign the PAD agreeing achievement. The progression to the next level of study follows the academic regulations of Northumbria.
68. Considering Standard 9.3, the visitor team reviewed the documentary evidence which indicates that the AAs are part of the year-long practice module so will work with PAs and agree the proficiencies and skills that the students will be working to achieve. AAs are required to countersign the ePAD confirming the proficiencies and programme outcomes. Staff CVs show that they are suitably qualified and have both academic and clinical practice experience. The visitor team was informed during the visit meetings that some AAs still work in clinical practice which enhances their knowledge; however, the visitor team was informed that these AAs will not work as PAS or PSs.
69. Considering Standard 9.4, the visitor team review of documentary evidence, together with discussions with the programme team and practice learning staff confirm that the PAD is signed by both the PA and AA and this leads to the student receiving a pass grade for the practice module which acts as a recommendation to Northumbria's Progression and Awards Board for the student to progress to the next stage of the programme. This is in line with Northumbria's assessment regulations. Formal arrangements between Northumbria and PLPs exist. The roles and responsibilities for PA and AA are clear in the handbook.
70. Considering Standard 9.5, the visitor team review of the documentary evidence, together with discussions with the programme team and practice staff confirm that the evidence indicates that written information provides detail of the roles and responsibilities of the AA. The AA is part of the year-long practice module and has access to the student record in the placement management system (ARC) along with planned touch points with the PA to discuss student learning and achievement in practice. Students are aware that this information is shared with the AA.
71. Considering Standard 9.6, the visitor team reviewed the documentary evidence which indicates that processes are in place to enable communication and collaboration between AAs and PAs. For example, if concerns are raised about a student's performance the PA and AA will arrange a face-to-face meeting with the student. In the final placement, prior to progression, the PA, AA and student meet to discuss progress in theory and practice and consider recommendation for progression. This process is explained in student-facing handbook.
72. Considering Standard 9.7, the visitor team reviewed the documentary evidence and together with discussions with the programme team and practice staff confirm that all training material clearly outlines the roles and responsibilities for AAs, PAs and PSs. Northumbria has established processes to monitor and review this standard via the education of practice audit. The ARC system will trigger a warning if an incorrect allocation is entered, and this is overseen the nominated person. This is reviewed and evaluated which is shared with PLPs. Student-facing information on these roles is detailed in the handbook, so that expectations are clear to all.

73. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 9: Academic assessors: responsibilities to enable the NMC Standards 9.1 to 9.7 to be met.

## Standard 10: Academic assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that academic assessors:		Met	Not met	Met after conditions	Not applicable
10.1	Are working towards or hold relevant qualifications as required by their academic institution and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	Demonstrate that they have achieved the following minimum outcomes:  10.2.1 interpersonal communication skills, relevant to student learning and assessment  10.2.2 conducting objective, evidence-based assessments of students  10.2.3 providing constructive feedback to facilitate professional development in others.  10.2.4 knowledge of the assessment process and their role within it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Receive ongoing support and training to reflect and develop in their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	Have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

74. The visitor team considered a range of evidence linked to the proposed approval, including the Practice Learning Handbook, Practice Learning Ensuring Quality, Performance and Development appraisal and Evaluation update for practice staff. The visitor team also met with key stakeholders including senior management representatives, the programme team, and representatives from practice learning and employer partners.

75. In considering Standards 10.1 and 10.2, the visitor team reviewed the documentary evidence, together with discussions with the programme team and practice learning staff and confirmed that Northumbria has processes in place to ensure AAs hold relevant qualifications. AAs are required to undertake preparation for their role, and this is outlined in the modelling SSSA report and other handbooks. To be recorded as an AA they must be working towards or hold fellowship of the Higher Education Academy (HEA), have completed mandatory equality and diversity training and undertake further online learning or a workshop of up to three hours. The training is mapped against HEA requirements for fellowship and the SSSA 10.2.1, 10.2.2, 10.2.3, 10.2.4. The training programmes will be evaluated and reviewed, initially after six months and then on an annual basis.

76. Considering Standard 10.3, the visitor team agreed that the documentary evidence indicates that there are multiple opportunities for AAs to receive support and reflect

on their roles, for example module team meetings, delivering training, taking part in training. A formal appraisal system is in place to annually evaluate performance. Revalidation with the NMC is facilitated in this appraisal process.

77. In considering Standards 10.4 and 10.5, the visitor team reviewed the documentary evidence, and together with discussions with the programme team and representatives from the practice learning and employer partners agreed that the documentary evidence indicates that formal agreements outline the role of Northumbria in assuring that AAs are sufficiently trained and prepared to support students and other staff. An annual evaluation for practice staff informs the Northumbria practice learning quality process.
78. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Northumbria has in place the appropriate arrangements for Standard 10: Academic assessors: preparation to enable the NMC Standards 10.1 to 10.5 to be met.

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