

Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Greenwich</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Dartford and Gravesham CCG, Riverview Park Surgery Medway community healthcare CIC The Huntercombe Group Guys and ST Thomas' NHS FT Maidstone and Tonbridge Wells Kings College Hospital NHS Foundation Trust Greenwich Primary Care Collaborative CiC Oxleas NHS Foundation Trust: Community Adult; Community Learning Disability; Community Child, Community Mental Health; Green Parks House; In patients – prison; In patients – Forensic; In patients – Mental Health; Pinewood House; Princess Royal University Hospital; Queen Elizabeth Hospital; Queen Mary's Hospital; Woodlands Unit, The Source Bromley Healthcare/London Borough of Bromley Dartford and Gravesham NHS Trust Valentine Health Partnership Barchester Health Care Dartford, Gravesham and Swanley CCG: Gateway Medical Practice; Instead Rise Surgery; Shorne Village Surgery; Temple Hill Surgery Barts Health NHS Trust The Churchill Clinic 94 Churchill Ave, Chatham The Hollies CH, 86-90 Darnley Road. Gravesend Albion Road (GP) 6 Pincott Rd, Bexleyheath Crayford Town (GP) Crayford Rd, Dartford Lakeside Surgery (GP) Yarnton Way, Thamesmead, London Lyndhurst Surgery (GP) 41 Lyndhurst Road, Barnehurst Clover Health Centre 10 Woolwich New Rd, Woolwich, London Ballater Surgery (GP) 108 Chislehurst Road, Orpington Broomwood Road Medical Practice (GP) 41 Broomwood Road St Pauls Cray Kent Kent Community Health NHS Foundation Trust Kings College Hospital NHS Trust</p>

	<p>NHS Lewisham CCG, Lee Health Centre Kent and Medway NHS and Social Care Partnership Trust Greenwich CCG, Manor Brook Medical Centre South London and Maudsley NHS Trust Medway NHS Foundation Trust Lewisham and Greenwich NHS Trust Oxleas Foundation Trust West Kent CCG, The Aylesford Medical Practice NHS Bexley CCG, The Medical Centre Oxleas NHS Trust Hurley Group, Urgent Care Queen Mary's Hospital Royal Cornwall Hospitals NHS Trust Cornwall Partnership NHS Foundation Trust Kernow Health CIC Cornwall Hospice Care, Mount Edgcumbe Hospice; St. Julia's Hospice</p>
<p>Provision(s) reviewed:</p> <p>Provision: Nursing Associate Apprenticeship route Title of current programme: Nursing Associate Modified programme title(s): FdSc Nursing Associate Higher Apprenticeship</p> <p>Programme start date: 27 April 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 5</p> <p>Modified academic level(s), if changed: N/A</p>	
<p>Date of review</p>	<p>27 February 2020</p>
<p>Type of Modification</p>	<p>Major Modification (Visit)</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Kudzai Mafuba Lay Visitor: Kuldeep Singh</p>

Section two

Summary of review and findings

The University of Greenwich (UoG), faculty of education, health and human sciences, in partnership with Truro and Penwith college (the college) presented programme documentation for the approval of the delivery of the pre-registration nursing associate higher apprenticeship programme, which was approved by the NMC on 29 July 2019. The award for this two-year full-time programme is a foundation science degree (FdSc). Students on this programme are employed by employer partners in nursing associate training roles for the duration of the apprenticeship programme and will be studying at Truro and Penwith college. The employer partners are Royal Cornwall Hospital NHS Trust, and Cornwall Hospice Care.

Truro and Penwith college and employer partners will adopt all UoG policies and procedures, including fitness to practice (FtP), to facilitate the delivery of the programme. The link tutor at the UoG has overall responsibility for oversight of the quality of the programme and the students whilst they complete the programme and will be deputised by a programme leader at the college. The programme leader at the college is an NMC registrant. There are other teaching staff who are NMC registrants in the adult and child health fields. We are told that one of the adult NMC registrants has significant mental health practice experience. We are told that the college has collaborative working arrangements with practice staff in the learning disabilities field who will be contributing to the delivery of the programme.

Students will be enrolled at both UoG and Truro and Penwith college. Intakes onto the programme will be aligned and teaching and learning resources will be shared between the two locations. We are told that students will have access to the college and some of the AEI's online learning resources, including Moodle, SafeMedicate, Clinicalskills.net, e-books, some online journals, and anatomy.tv. The college is investing in resources to support the Nursing Associate programme, in addition students will have access to resources including online journals via their NHS Athens accounts. We are told that joint module teams will deliver teaching. We are told that marking and moderation processes will take place between the AEI and the college. We are told that the college will produce module reports, which are monitored by the AEI. We are told that students will have access to the AEI's Evasis system to provide evaluation for their learning and assessment experiences. Module results for students in both locations will be presented at the same module assessment board. There will be a single progression and award board, and one external examiner.

Senior staff told us that they have committed resources to developing the college's infrastructure. Simulation facilities are being developed in the college and will be equipped with adult and child manikins. Senior staff tell us that financial resources

have already been committed and work is in progress. The college has teaching rooms, lecture theatres, private study rooms, computer suites and a library with a subject librarian. We are told that there are resources to provide IT technical support to academic staff and students. Students will have induction sessions to the college and UoG library resources, and additional drop in sessions will be provided. The college library is stocked with physical core textbooks. In addition, a significant amount of textbooks and journals are available online through the AEI and the college. The library caters for students requiring reasonable adjustments by offering longer loan periods for textbooks.

There is a four person placements team with a placements manager, and a dedicated placements co-ordinator who works three days per week. They will manage and co-ordinate student placements. The placements office will ensure that students have occupational health clearance, disclosure and barring service (DBS) clearance before students can attend practice placements. The college has a DBS process and panel in place.

There is a student services team, which incorporates the learning services team, and employs two NMC registrant mental health nurses, four counsellors, 13 safeguarding officers, and one health and safety officer. There are processes for supporting students with disabilities. There are drop in sessions. Students can self-refer or can be referred by their personal tutors, or programme leader. Students requiring reasonable adjusts will have a learning support plan for both theory and practice learning.

The approved education institution (AEI) confirm it will adopt the pan London practice learning group (PLG) approach and resources of the group to implement the Standards for student supervision and assessment (SSSA). The AEI, the college and employer partners will use the all England nursing associate practice assessment document (PAD) and ongoing achievement record (OAR).

The Nursing and Midwifery Council (NMC) Standards framework for nursing and midwifery education (SFNME) and Standards for pre-registration nursing associate programmes (SPRNA) are met.

The programme is recommended for approval. Visitors made two recommendations.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI and college consider regularly monitoring practice-learning experiences, placement allocations, and consistent implementation of protected learning time. (SSSA R1.4)</p> <p>Recommendation two: The AEI and college consider regularly monitoring the strategic oversight of service user and carer (SUC) involvement in the recruitment and selection, delivery and evaluation of the programme. (SFNME R1.12)</p>
<p>Focused areas for future monitoring:</p>	<p>Implementation of recognised for prior learning (RPL)</p> <p>Practice learning experiences, placement allocations, and consistent implementation of protected learning time.</p> <p>SUC involvement in the recruitment and selection, delivery and evaluation of the programme.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	<p>AEI observations highlighted factual inaccuracies in relation to role titles and the status of honorary contracts. These have been amended in the final report.</p>
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

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

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

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

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

We found documentary evidence of effective partnership working between UoG, the college, employer partners and their practice-learning partners (PLPs). We are told that termly programme team meetings will take place and will involve staff from the AEI, college, employer partners, PLPs, service users and student representatives. We are told that there is a placement development team made up of college staff, employer partners, and PLPs, which meets termly and lead on the development of placements. We are told that there is a community of practice, which meets six times per year. We are told that tripartite meetings involving the academic staff, the student and practice staff will take place every 12 weeks.

Documentary evidence show that there is currently a memorandum of agreement system between the college, and employer partners. Honorary contracts between the employers, employer partners and PLPs are currently being developed. These will be used to organise and facilitate external placements.

Employer partners and PLPs will work with their AEI and college colleagues to monitor the progression of their student nursing associates. Employer partners, PLPs and service users confirm consultation on the proposed implementation of the programme.

UoG has a SUC involvement strategy, and the college has an service user strategy. We are told that there is collaboration between the AEI and the college on strategies for engaging SUCs. SUCs told us that they were provided with training to undertake their roles, including equality and diversity training. SUCs have been informed about the programme and future roles including facilitating teaching. Currently SUCs are hospital volunteers, dementia carers, and expert patients who work with students on the wards with one of the employer partners. Their input to the programme includes reviewing interview questions for the selection process of nursing associate students (Recommendation two) (SFNME R1.12). SUCs speak highly of the programme team and are enthusiastic about having greater involvement in all aspects of the programme for the future.

Practice educators, supervisors and assessors told us that students have extensive opportunities for inter-professional learning (IPL) within both acute and community practice learning environments. College staff, employer partners and PLPs tell us that IPL in practice will involve nurses and other healthcare professionals.

The UoG and Truro and Penwith college programme team, employer partners, and PLPs confirm that the programme of preparation for practice supervisors (PS) and assessors (PA) is progressing and there are proportionate plans in place to operationalise these roles in time for the proposed start of the delivery of the programme on 27 April 2020. At the approval visit academic staff confirmed that they are aware of plans and arrangements provided to prepare them for their academic assessor role. Academic assessor training for the college teaching team was provided by the UoG in November 2019. The PS and PA tell us that they are

aware of the proposed programme and that they had varying degrees of input into programme development. PS and PA tell us that they are supported to undertake their roles.

There will be learning voice meetings twice per year involving the AEI, the college and students. We are told that the governing body of the college will meet once per year with students. We are told that there are termly programme committee meetings involving all stakeholders where student evaluations are discussed.

Current students on health and social care programmes at the college tell us there's good partnership working with the college and their feedback is sought and listened to. They say they give regular verbal feedback and provide feedback on their practice learning and modules through an online module evaluation process.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 28 February 2020

Revised outcome after condition(s) met:

Met

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

R1.1.1 demonstrate values in accordance with the Code

R1.1.2 have capability to learn behaviours in accordance with the Code

R1.1.3 have capability to develop numeracy skills required to meet programme outcomes

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

R1.1.6 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

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

R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

Yes

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

Yes

Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

Yes

Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

Yes

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

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

Met

R1.5 is met. Programme documentation confirms up to a maximum of 50 percent of the nursing associate pre-registration programme can be RPL and this maximum does not apply to applicants who are currently a NMC registered nurse without restrictions on their practice. The AEI has established processes in place to ensure the scrutiny of RPL claims by the external examiner prior to presentation at their exam board. The AEI provided updated mapping tools.

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

Met

R1.6 is met. Unchanged since original approval on 29 July 2019. Candidates complete an online application form. A mapping document shows how numeracy, literacy and technological literacy skills are assessed in the PAD and OAR during the two years of the programme. This meets the proficiencies and programme outcomes.

Proposed transfer of current students to the programme under review

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

N/A

There are no current nursing associate students at Truro and Penwith college.

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

Yes

Outcome

Is the standard met?

Met

Date: 28 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

Approved education institutions, together with practice learning partners,

must:

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

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

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

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

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

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

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

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

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

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

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

Yes

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping has been undertaken to show how the curriculum and practice learning content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.3)

Yes

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

Met

R2.4 is met. Unchanged since original approval on 29 July 2019. Documentary evidence demonstrates the programme design and delivery is generic in content and is non-field specific. Module descriptors and learning outcomes support learning across the lifespan and are relevant to a variety of settings. A student learning journey exemplar demonstrates how students will have practice learning experiences in all fields of nursing. The recruitment flyer for the programme explains teaching and learning will take place in practice learning environments and Truro and Penwith college. The student programme handbook and module descriptors also confirm that students are informed of the lifespan and non-field specific approach.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show how the

programme outcomes, module outcomes and content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.5)

Yes

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

There is evidence that:

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

Met

R2.6 is met. Unchanged since original approval on 29 July 2019. We found documentary evidence to support the required length of programme. At the approval visit the programme leader identified how theory and practice learning hours are organised. The external PLPs model is two - or three-week blocks organised jointly between the college, employer partners, and PLPs. Practice learning hours are recorded on a timesheet in the PAD. Practice learning hours are monitored by the PLP and checked by the programme lead at the college and UoG. We are assured the working week does not exceed the European working time directive. Programme documentation confirms the length of the apprenticeship will be extended if additional time is required.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Met

R2.7 is met. Unchanged since original approval on 29 July 2019. Documentary evidence and the approval process confirm the programme structure has an equal balance of theory and practice learning hours. A wide range of learning and teaching strategies are detailed in the programme specification and module

descriptors. Lectures, seminars, skills sessions, workbooks and online resources are used to support learning. The content and learning outcomes for each part of the programme are in the student handbook and module descriptors. Documentary evidence shows how the Standards of proficiency for nursing associates will be met. The all England mapping document outlines how the Standards of proficiency for nursing associates and skills are met in the PAD. The programme team tells us teaching and learning resources will be shared between the two locations.

The college will organise external PLPs. During the approval visit we met the placements team that will organise this. The placements office at the college in conjunction with the programme leader at the college will liaise with the employer to monitor and provide oversight of placement experiences and opportunities with particular reference to external placements. There are processes for reasonable adjustments for students in the college, employer partners and PLPs.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 28 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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

Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

Met

R3.1 is met. Unchanged since original approval on 29 July 2019. The programme team confirm the requirement for students to seek consent from patients and service users to ensure the delivery of safe and effective care is taught throughout the programme. A placement learning journey exemplar explains how students will have a range of experiences to care for a diverse range of people across all age groups. Employer partners and PLPs confirm they understand this requirement and are committed to providing appropriate learning opportunities.

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

Met

R3.2 is met. Unchanged since original approval on 29 July 2019. Programme documentation shows effective partnership working between UoG, the college, employer partners and PLPs to ensure students experience variety in their practice learning to meet the holistic needs of people in all ages. Employer partners and

PLPs who currently have students at other AEIs in the region confirm they discuss students' practice learning evaluations and take appropriate action if needed. There is a FtP procedure in place evidencing a joint approach to investigating any FtP concerns. Documentary evidence confirms pan London documentation will be used to undertake joint educational audits on a two-yearly basis. There will be biannual practice-based learning meetings to oversee and report on any practice learning issues. The link tutor is responsible for any action plans and the programme lead takes overall responsibility for ensuring the quality of placement learning environments.

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

Met

R3.3 is met. Unchanged since original approval on 29 July 2019. Programme documentation shows effective and proportionate use of technology enhanced and simulation-based learning. Simulation-based learning will only be used to supplement practice learning in exceptional circumstances and where a specific practice learning experience is not available. During the approval visit, we toured simulation facilities in the college and employer partner facilities. The employer partner simulation suite is equipped with adult, child and maternity manikins. We are told the simulation suite is equipped with mobile equipment, which is used to facilitate learning in the wards. The AEI and college confirm library services are available online all hours and students access NHS libraries.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

Met

R3.4 is met. Unchanged since original approval on 29 July 2019. Documentary evidence shows that students' individual needs can be identified on entry to the programme. The programme handbook signposts student support services to students. The student services team manager we met at the approval confirms assessments for dyslexia and additional support. Information on reasonable adjustments for practice learning is explicit in the practice placement guidance document. There are processes for supporting students with disabilities. Students can self-refer or can be referred by their personal tutors, or programme leader. There are drop in sessions. Students requiring reasonable adjusts will have a learning support plan for both theory and practice learning.

Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Met

R3.5 is met. Unchanged since original approval on 29 July 2019. The model of practice learning for student nursing associates is work-based learning. Academic study time is outlined in the programme plan and demonstrates students are released for a minimum of 20 percent of the programme for academic study. External practice placement hours in the planner meet the minimum requirement of 20 percent of the programme time for protected learning time in external practice placements.

Information to show that students, employer partners and PLPs have a good understanding of protected learning is evident in the documentation and confirmation was provided at the visit. Documentary evidence and the approval process indicate there is consistent information and practices to ensure students have protected learning time during employer and external placements. Some students who are employees of one of the employer partners studying the Health Education England (HEE) nursing associate programme with another AEI who we met in practice, say sometimes they do not get released for learning and have to source their own placements for child, mental health and learning disabilities experiences. (Recommendation two) (SSSA R1.4)

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 28 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates

R4.6 ensure that all programmes include a health numeracy assessment related to

nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

Standards framework for nursing and midwifery education specifically: specifically:

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

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

Standards for student supervision and assessment specifically:

R4.1 – R4.11

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

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

Met

R4.1 is met. Unchanged since original approval on 29 July 2019. Documentation and discussions at the visit confirm processes are in place to allow students to be supported, supervised, taught and assessed in all learning environments. College staff will carry out roles including academic personal tutor, link lecturer, academic assessor and UoG link lecturer oversees these. Employer partners and PLPs confirm their staff are undergoing preparation for the new roles of PA and PS. They confirm arrangements to ensure adequate support, supervision, learning and assessment to comply with the SFNME.

Students on healthcare programmes say they're supported and know who to go to if they have a concern or need help. Students who are employees of one of the employer partners studying the HEE nursing associate programme with another AEI who we met in practice confirm they have regular meetings in their practice

learning placement and are supported with completing their PAD and get regular feedback. Some of the students say they're supervised in the practice learning environment, but some said they are not given adequate time to learn.

(Recommendation two) (SSSA R1.4)

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Unchanged since original approval on 29 July 2019. Documentary evidence and the approval process show how preparations for the new roles of PS, PA and academic assessor are underway. The programme team confirm plans to adopt the pan London PLG SSSA implementation plan and use the standardised resources for preparing PS and PA. Practice learning facilitators and college link lecturers are leading rolling out information in practice learning areas.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

Yes

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

There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

Met

R4.4 is met. Unchanged since original approval on 29 July 2019. Student feedback in the practice-learning environment is evident in the PAD, OAR (both formative and summative) and a skills log (formative). Formative and summative assessments are outlined in the module descriptors and students confirm all their feedback is clear, timely and helpful in supporting their development. The programme team tell us formative assessments and virtual learning environment activities are used to prepare students for summative assessment. Service user feedback is provided through the PAD in each placement. All programme-learning

outcomes are adequately assessed in the summative assessments.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)

Met

R4.5 is met. Unchanged since original approval on 29 July 2019. There's appropriate mapping of curriculum and PLPs to ensure all Standards of proficiency for pre-registration nursing associate programmes will be met. The programme team confirm documentary evidence showing the timeline for scrutiny of each assessment document, including details of the person responsible for monitoring and recording student progression. Documentary evidence confirms all modules in the proposed programme are mandatory. Compensation for summative assessments across theory and practice learning is not permitted.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

There is an appropriate assessment strategy and process detailed. (R4.7)

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.

Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for nursing associates. (R4.9)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 28 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

Yes

Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

The fall-back exit award is a certificate of higher education, which does not confer registration as a nursing associate.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 28 February 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation:	

If you stated no above, please provide the reason and mitigation
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Four second year Royal Cornwall Hospitals NHS Trust trainee nursing associates on the HEE programme studying at Plymouth University Three first year level three senior healthcare apprentices Two access to nursing students Four second year level three Btec health and social care students Two third year BSc applied social science students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	Yes
If yes, state where visited/findings: We visited Royal Cornwall Hospital NHS Trust; Glenville ward. We were provided with a student information park. A band six nurse on the ward has responsibility for organising student learning. Gastro-entorology and liver unit. We were told that the collaborative learning in practice (CLiP) is used to support and facilitate inter-professional learning across the trust. During weekly CLiP meetings students have opportunities to share their practice learning experiences. Simulation suite. The simulation suite is equipped with adult, child and maternity	

manikins. We are told the simulation suite is equipped with mobile equipment, which is used to facilitate learning in the wards.
Library. There is a wide range of learning resources in the library. There are study rooms, which are available to students.

System regulator reports reviewed for practice learning partners	Yes
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System Regulator Reports List

Truro and Penwith College Ofsted report, 13 April 2016
Royal Cornwall Hospitals NHS Trust Care Quality Commission report, 26 February 2020

If you stated no to any of the above, please provide the reason and mitigation

Additional comments:

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Issue record

Final Report

Author	Kudzai Mafuba Kuldeep Singh	Date	1 March 2020
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