

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 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 Bromley Healthcare/London Borough of Bromley Dartford and Gravesham NHS Trust Valentine Health Partnership Barchester Health Care 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 Dartford, Gravesham and Swanley CCG Kings College Hospital NHS Trust NHS Lewisham CCG Kent and Medway NHS and Social Care Partnership Trust Greenwich CCG South London and Maudsley NHS Trust Medway NHS Foundation Trust Lewisham and Greenwich NHS Trust Oxleas Foundation Trust West Kent CCG NHS Bexley CCG Barts Health NHS Trust</p>

	Oxleas NHS Trust Hurley Group
<p>Provision(s) reviewed:</p> <p>Provision: Nursing associate Title of current programme: FdSc Nursing Associate (self funding) Modified programme title(s), if changed: N/A Programme start date: 7 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 5 Modified academic level(s), if changed: N/A</p>	
Date of review	18 November 2019
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison Lay Visitor: Jennifer Dye

Section two

Summary of review and findings

The University of Greenwich (UoG), the approved education institution (AEI), school of health sciences is presenting a full-time, two-year, pre-registration foundation degree, FdSc nursing associate. This direct entry route is a major modification to the approved FdSc nursing associate higher apprenticeship on 29 July 2019. The programme is designed to meet the Standards of proficiency for nursing associates (NMC 2018).

UoG is a member of the Pan London partnership group of AEIs. AEIs, Health Education England (HEE) and practice learning partners (PLPs) in London and the southern region work together to ensure quality learning experiences for the health and social care workforce. The all-England nursing associate assessment of practice document (NAPAD) developed by the regional group and the ongoing assessment record (OAR) for nursing associates are being adopted.

Programme documentation confirms evidence of effective partnerships between the AEI and PLPs. PLPs supporting the development and delivery of the programme are NHS and independent organisations in south east London, and Kent and Medway.

Documentary evidence confirms the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The major modification to the programme is recommended to the NMC for approval subject to one specific condition. Visitors made two recommendations.

Updated 4 December 2019

The AEI has provided documentation to meet the NMC condition. The condition is met. The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<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>Condition one: In all student-facing documentation, remove reference to the NMC permitting up to 100 percent recognition of prior learning (RPL) for registered nurses entering the nursing associate programme. Reword RPL requirements using format of NMC standard and seek derogation required. (SFNME R2.8; Standards for pre-registration nursing associate programmes (SPRNAP) R1.5)</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>
Date condition(s) to be met:	4 December 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider strengthening service user input in design, development, delivery and evaluation of the programme. (SFNME R1.12)</p> <p>Recommendation two: Consider strengthening service user contribution to student assessment in theory. (SFNME R5.14)</p>
Focused areas for future monitoring:	Service user contribution to all aspects of the student journey.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The AEI has provided documentation to meet the NMC condition. RPL requirements in student-facing documentation reflect the NMC Standard. The condition is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 December 2019

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><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></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

The current approval is a major modification of the programme approved on 29 July 2019 to add a direct entry route. The programme and module learning outcomes are the same for both routes. Students will learn together.

Following meetings with students, a service user and carer (SUC), PLPs and triangulation of documentary evidence, we are assured of partnership working and co-production of this programme at strategic and operational levels. Partnership steering group meeting minutes and a curriculum implementation group confirm the direct entry route is part of the same strategy as the apprenticeship route to transform the workforce in south east London. Senior AEI managers tell us they work with HEE and the sustainability transformation partnership (STP) regarding future workforce needs. In the region there is a demand to increase the nursing associate workforce. PLPs fully support the direct entry route.

UoG and PLPs work together to recruit nursing associate students and communication regarding recruitment targets is discussed in strategic meetings. The programme team tell us about events to promote the nursing associate role in colleges across south east London and in Kent, Surrey and Sussex. PLPs tell us activities such as organisation open days, presentations and posters bring the attention of the public to the nursing associate role.

UoG will have responsibility for selection and PLPs confirm attending all selection events. There's documentary evidence of involvement of SUCs in reviewing interview questions for nursing associate students. PLPs say the plan for nursing associate students is to be allocated a 'home organisation' for practice learning. HEE and the STP are funding a post to source more practice placements and work with trusts to explore practice learning opportunities.

Documentary evidence and discussion at the approval visit confirms shared responsibility and co-production in the design, development, planned delivery and evaluation of the programme. PLPs, SUCs and students are identifiable stakeholders. PLPs tell us practice education facilitators (PEFs) are proactively engaged in supporting all pre-registration nursing associate students. PLPs and the programme team tell us the key account manager system provides a direct route for communication between the AEI and PLPs on every aspect of the student journey.

We are assured by the programme team and PLPs that preparations for the implementation of the SSSA are at an advanced stage. The SSSA is implemented

since September 2019.

The programme team and PLPs confirm practice agreements and all practice learning experiences for direct entry. Students will be supernumerary in this route.

Students are aware of the direct entry route. They confirm they're consulted and listened to. An example of changes made in response to their feedback is the provision of specific uniforms identifying them as nursing associate students. PLPs say having received student feedback they provide a specific uniform for their nursing associate workforce.

UoG has a SUC strategy although evidence of implementation in this route is limited. SUC confirm attending meetings specific to the design of pre-registration nursing associate curriculum and reviewing programme documentation. One PLP describes regular meetings involving SUC where feedback on the nursing associate role is considered and this feeds into curriculum review. There's documentary evidence SUCs aspire to be involved in the delivery of the curriculum and the programme team tell us they plan to incorporate SUC in teaching and assessment. (Recommendation one) (SFNME R1.12) (Recommendation two) (SFNME R5.14)

SUC involvement in the curriculum is evidenced through sessions presented by SUC in the twice-yearly interprofessional education (IPE) conferences. This is confirmed by SUC, students and the programme team.

PLPs tell us IPE occurs in the practice setting and give examples of nursing associate students working with students from other health professions. Students tell us the IPE conference is a learning opportunity promoted to them which they value and engage with.

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: 18 November 2019

Revised outcome after condition(s) 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)

Not Met

R1.5 is not met. Programme documentation, including UoG policy, procedures and student handbooks, confirm RPL procedures are in place. Candidates may make an RPL claim up to a maximum of 50 percent of the programme. The maximum limit of 50 percent does not apply to applicants to the programme who are NMC registered nurses without restrictions on their practice. Programme documentation indicates for applicants who are registered nurses without restrictions on practice they can RPL for a maximum of up to 100 percent. Documentary evidence concerning more than 50 percent RPL for registered nurses is inconsistent,

confusing and outside UoG regulations for RPL. The approval panel believe there is no situation where UoG upholds an RPL claim of 100 percent. (Condition one) (SFNME R2.8; SPRNAP R1.5)

We are assured of mapping and scrutiny of credit bearing learning and experience-based learning is robust. Documentary evidence confirms scrutiny of RPL claims from an external examiner and ratification from an assessment board.

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.

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.

Met

Students currently registered on the HEE curriculum nursing associate programme will remain on their current programme. This programme content is adjusted and maps to the Standards for pre-registration nursing associate programmes and the Standards of proficiency for nursing associates. The practice assessment document is amended, and a skills log developed to ensure experience across the life span and to support the assessment of essential skills in the practice assessment document.

Documentation, PLPs and the programme team confirm pre-registration nursing associate students enrolled from September 2019 are transferred to the new Standards for supervision and assessment (NMC, 2018).

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

No

Documentation on RPL is inconsistent and for registered nurses with no restrictions on their practice it is stated as 100 percent. (Condition one) (SFNME R2.8; SPRNAP R1.5)

Outcome

Is the standard met?

Not Met

Documentation on RPL is inconsistent and for registered nurses with no restrictions on their practice it is stated as 100 percent.

Condition one: In all student-facing documentation, remove reference to the NMC permitting up to 100 percent RPL for registered nurses entering the nursing associate programme. Reword RPL requirements using format of NMC standard and seek derogation required. (SFNME R2.8; SPRNAP R1.5)

Date: 18 November 2019

Post Event Review

Identify how the condition is met:

Condition one

The AEI has provided documentation to meet the NMC condition. RPL requirements in student-facing documentation now reflect the NMC Standard.

Evidence

UoG response to conditions FdSc nursing associate (OfS) programme, 4 December 2019

UoG amended to meet condition D6 programme documentation nursing associate (OfS), 4 December 2019

UoG derogation for the FdSc nursing associate programme confirmation, 4 December 2019

The condition is met.

Date condition(s) met: 4 December 2019

Revised outcome after condition(s) met:

Met

Condition one is met.

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.

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. The approval document and programme specification for direct entry route details programme structure. The direct entry route follows the same structure as the apprenticeship route. Documentation shows the programme is delivered over two years and meets the minimum 2300 hours requirement. The curriculum content supports achieving the Standards of proficiency for nursing associates on successful completion of the programme. Practice learning placements are allocated by the AEI.

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. Approval documentation and programme specifications identify an equal balance of theory and practice learning. Programme aims, outcomes and

modular learning outcomes are mapped against the NMC platforms, and proficiencies. Student-facing documentation illustrates there's a range of learning and teaching strategies employed for students to achieve programme outcomes already in approval.

Practice learning accounts for 50 percent of the programme. The programme outcomes are the same for direct entry and apprenticeship students, but the design of practice learning differs. All direct entry students will be supernumerary. Placement learning experiences are allocated by the AEI in consultation with PLPs. Exemplar practice placement planners show how students will have experiences across the lifespan and in different contexts. PLPs, the programme team and students confirm practice is robustly monitored and the NAPAD is reviewed throughout each part of the programme. There are arrangements for the retrieval of unmet programme hours.

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: 18 November 2019

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:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment specifically:

R1.1 – R1.11

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. Documentation, discussion with the programme team, PLPs and students assure us students experience a range of practice learning environments. These are sufficient to allow students to meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diverse range of people across the life span.

Policies and procedures to ensure delivering safe and effective care are established. These include audit, the protocol for link teacher teams, and strategic practice placement meetings between PLPs and the AEI.

Policies and processes are in place for any issues relating to fitness to practice, escalating concerns and safeguarding. PLPs say escalating concerns processes are raised at practice induction and students are reminded of these periodically. Students tell us they're clear on who they report any concerns to. Students and PLPs tell us policies and processes are working effectively.

Care Quality Commission (CQC) recent reports on Kings college hospital NHS Foundation Trust, Lewisham and Greenwich NHS Trust and Croydon health

services NHS Trust are recorded as requiring improvement. Exception reports are submitted to the NMC. PLPs confirm working closely with UoG creating action plans to manage risk effectively.

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.

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.

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.

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. Documentary evidence, including student-facing documents states nursing associate students undertaking the direct entry route will be supernumerary at all times when learning in practice (option A). The programme team and PLPs confirm processes to manage and support pre-registration students are well established.

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: 18 November 2019

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.

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. Students will know who their academic assessor is at the start of each part of the programme.

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.

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.

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: 18 November 2019

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

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

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

There is no fall back award with eligibility for registration with the NMC as a nursing associate.

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

Yes

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: 18 November 2019

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:	

UoG, Nursing associate direct entry route response to visitor initial draft approval report feedback, 12 November 2019
 UoG Final Schedule of IPE conference, 13 November 2019
 UoG Service user experience, 15 November 2019
 UoG Curriculum implementation group minutes of meetings nursing associate, 15 November 2019
 UoG Steering group notes nursing associate, 15 November 2019
 UoG Trainee nursing associate workshop agenda 15 November 2019
 Nursing associate presentation for selection events 15 November 2019
 Kent and Medway minutes and terms of reference, Medway NHS Foundation Trust, 15 November 2019
 Medway Partnership nursing associate apprenticeship, 15 November 2019

Post visit evidence:

UoG response to conditions FdSc nursing associate (OfS) programme, 4 December 2019
 UoG amended to meet condition D6 programme documentation nursing associate (OfS), 4 December 2019
 UoG derogation for the FdSc nursing associate programme confirmation, 4 December 2019

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	No
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:	
Three students in year two of the HEE nursing associate curriculum.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Not relevant, no FE college involvement.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
Croydon health services NHS Trust, 28 September 2018 and ongoing report, 2 October 2019 Kings College hospital NHS Foundation Trust, 12 June 2019 Lewisham and Greenwich NHS Trust, 11 January 2019	
If you stated no to any of the above, please provide the reason and mitigation	
Not required, existing AEI.	
Additional comments:	

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Issue record

Final Report

Author	Maureen Harrison	Date	22 November 2019
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Submitted by	Lucy Percival	Date	8 January 2020
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