

Programme Major Modification report

Section one

Programme provider name:	University of Plymouth
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Royal Devon and Exeter NHS Foundation Trust Devon Partnership NHS Trust Private, voluntary and independent healthcare providers Education and social care providers
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i>	FdSc Nursing Associate (Apprenticeship route)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
Academic level of current programme:	

Pre-registration nursing associate	England <input type="checkbox"/> Level 5
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5
Academic levels of modified/additional programme(s)/route(s):	
Pre-registration nursing associate	England <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> N/A
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Programme start date:	
Pre-registration nursing associate	<input type="text" value="N/A"/>
Nursing associate apprenticeship	<input type="text" value="13 September 2021"/>
Date of modification:	6 May 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Jennifer Pinfield

Section two

Summary of review and findings

The University of Plymouth (UoP) is an established approved education institution (AEI). UoP faculty of health and human sciences, school of nursing and midwifery provides a two-year full-time foundation degree nursing associate (NA) programme (direct entry and apprenticeship route), which was approved against the Standards for pre-registration NA programmes (SPNAP) (Nursing and Midwifery Council (NMC), 2018) on 27 August 2019.

This major modification is for the delivery of the pre-registration NA programme (apprenticeship route) in partnership with Petroc College of further and higher education (PC), on the mid-Devon campus at Tiverton, Devon. There are no changes to the approved programme, which is mapped against the SPNAP and the Standards of proficiency for NAs (SPNA) (NMC, 2018).

The modification visit is undertaken remotely due to the COVID-19 pandemic.

There's evidence of partnership working between UoP and PC. The proposal involves the delivery of the NA programme (apprenticeship route) at PC, as a satellite site. The NA apprentices are registered to UoP, with delivery of the programme at PC, under a sub-contracting arrangement. PC is responsible for the delivery of the programme in partnership with UoP. The teaching team is employed by PC. The UoP programme lead works with a deputy programme lead based at PC, in the same way as delivery at other UoP satellite sites. The programme won't be delivered on the PC north Devon campus, where another AEI delivers an adult nursing programme with PC as a satellite site.

Employer partners (EPs) Royal Devon and Exeter NHS Foundation Trust, Devon Partnership NHS Trust and a small range of private, voluntary and independent healthcare employers, Devon Training Hub and Devon County Council, agree that the addition of a UoP satellite delivery site at PC will provide greater choice for apprentices. All EPs are already approved to deliver the NA apprenticeship at UoP.

The programme documentation, UoP, PC and EPs demonstrate a commitment to the delivery of the apprenticeship route. EPs don't express a commitment to providing placements for direct entry NA students.

Arrangements at a programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The major modification to the pre-registration NA programme (apprenticeship route) is recommended to the NMC for approval subject to four NMC conditions and three university conditions. One NMC recommendation is made.

Updated 14 June 2021:

Evidence has been provided to meet the NMC conditions. The AEI have confirmed the university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a staffing business plan, with milestones, that demonstrates there'll be sufficient and appropriately qualified and experienced staff in place for programme delivery at PC. (SFNME R2.18; SPNAP R2.1)</p> <p>Condition three: Produce a resource statement that clarifies the facilities available at PC demonstrate that NA apprentices will have safe and effective learning opportunities. (SFNME R2.14; SPNAP R2.1)</p> <p>Condition four: Update student facing documentation (especially the programme handbook) to detail the roles and responsibilities of UoP and PC in programme delivery and support in a range of different situations to provide clarity for NA apprentices and staff. (SFNME R3.2; SPNAP R2.1)</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>Condition two: Produce an operational plan that articulates how new and existing PC staff will be supported in academic development, teaching and learning, research and evidence-based practice. (SFNME R1.14; SSSA R10.1)</p> <p>Condition five: Create a pre-programme launch action plan covering the ongoing development of the programme and gives milestones for staffing, facilities, responsibilities (including how PC are involved in programme changes) which will feed in the annual programme plan. (University condition)</p> <p>Condition six: Clarify the roles and responsibilities between UoP and PC in the operational specification, including clarity of the sub-contracting arrangements, meeting requirements and the apprenticeship roles and responsibilities for both UoP and PC. (University condition)</p> <p>Condition seven: Revisit the documentation and amend to reflect the comments made at the meeting and the documentary requirements. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>14 June 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider putting in place an ongoing programme development and delivery plan that involves all stakeholders including UoP and PC staff, EPs, service users and students. (SFNME R1.12)</p>

<p>Focused areas for future monitoring:</p>	<p>Involvement of PC as a stakeholder in ongoing programme developments.</p> <p>PC resources, including staffing and the learning environment, to provide assurance that they are safe and effective.</p> <p>PC and UoP responsibilities for the delivery of the programme.</p>
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<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions</p> <p>UoP have provided further evidence and updated programme documentation to demonstrate how the conditions have been met. For condition one and two, a staffing plan for the delivery of the programme has been provided along with a plan to support staff development. Further detail is provided in the updated operational specification. For condition three, the updated approval document includes a resource statement that provides assurance of safe and effective learning opportunities at PC. For condition four, the student facing programme handbook has been updated to clearly identify the roles and responsibilities of UoP and PC in the delivery of the programme.</p> <p>The chair of the major modification visit has confirmed the university conditions have been met.</p> <p>All conditions are now met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>Summary of observations made, if applicable</p>	
<p>Final recommendation made to NMC:</p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Date condition(s) met:</p>	<p>14 June 2021</p>

Section three

NMC Programme standards

Please refer to NMC standards reference points

[Standards for pre-registration nursing associate programmes](#) (NMC, 2018)

[Standards of proficiency for nursing associates](#) (NMC, 2018)

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

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

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

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

[QA Handbook](#) (NMC, 2020)

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.

UoP are asking for approval to deliver their pre-registration NA programme (apprenticeship route) at PC in Tiverton, mid-Devon, as a satellite site. A sub-contracting arrangement is in place for the delivery of the programme by PC employed academic staff to those studying the NA programme at PC. UoP already deliver the pre-registration NA programme at other satellite sites, delivered by UoP academic staff.

PC in north Devon already acts as a satellite site for another AEI, for the delivery of a pre-registration nursing programme. This programme is delivered by staff employed by the AEI.

UoP and PC are aiming to recruit a cohort of 15 apprentices in September 2021 and a further cohort of apprentices in March 2022.

UoP and PC have a long history of partnership working, including the delivery of a range of UoP degree programmes at PC. PC has previously worked with UoP to deliver the Health Education England NA programme. PC has a number of clearly defined higher education roles, including a head of higher education development and a newly appointed dean of nursing and health futures. The modification process evidences strategic and operational collaboration between PC and UoP. Close partnership working between the dean of nursing and health futures at PC and the NA programme lead and teaching team at UoP is evidenced. As part of the sub-contracting process, partnership working has begun to clarify roles and responsibilities for the management, delivery and quality assurance of the NA programme at PC.

A number of shared quality assurance processes are presented, including joint programme committee meetings and learning and teaching committee meetings involving PC. PC are already a member of the UoP bi-monthly placement development team meetings. A partnership approach to programme and module delivery is evident in the documentary evidence and through discussion at the

modification visit. This includes PC having a deputy programme lead, with shared module delivery plans, assessment and moderation processes.

The modification processes confirm the NA programme was co-produced with a range of stakeholders including students, EPs, practice learning partners (PLPs) and service users. PC wasn't involved in development of the original programme but are able to clarify they're delivering UoP's programme, and are fully involved in future evaluations and developments as a key stakeholder. The panel suggest UoP and PC put in place an ongoing programme development and delivery plan that involves all stakeholders including UoP and PC staff, EPs, service users and students. (Recommendation one)

The modification process found that the current number of suitably qualified academic teaching staff was insufficient for the delivery of the NA programme. The new dean of nursing and health futures discusses detailed recruitment plans. The panel agree a staffing business plan is needed, with milestones, that demonstrates there'll be sufficient and appropriately qualified and experienced staff in place for programme delivery. (Condition one)

Documentary evidence and discussion at the modification visit further identifies the need to ensure that staff employed at PC to deliver the NA programme are supported to gain recognised higher education teaching qualifications and gain support for further professional and academic development. The panel agree that an operational plan that articulates how new and existing PC staff will be supported in academic development, teaching and learning, research and evidence-based practice is required. (Condition two)

EPs at the modification visit confirm positive partnership working with both UoP and with PC (in relation to the delivery of the other AEI's nursing programme). All apprenticeship requirements and placements will continue to be the responsibility of UoP. EPs articulate the benefits of delivery at PC. Across Devon there's a strong commitment to establishing locally based training centres for both nursing and NA students and apprentices. The aim is to provide a strong and sustainable local healthcare workforce.

PC is developing a training centre for nursing and NA students with the first stage, a clinical simulation suite, already developed. The modification process and virtual visit to PC confirm the ongoing development of this centre, with the simulation suite being equipped in partnership with UoP. The panel agree the need for a resource statement that clarifies the facilities available at PC demonstrate that NA apprentices will have safe and effective learning opportunities. (Condition three)

At the modification visit, senior managers and students studying at PC (on feeder courses to the early years and healthcare sectors) tell us that they feel part of a community and very well supported. Students speak very positively about the small class sizes and individualised approach. They also confirm the availability and appropriateness of student support and other resources at PC. Senior staff at

PC and UoP confirm fitness to practise issues are managed using UoP processes in partnership with PC staff.

The current programme handbook is focused on UoP delivery of the programme with one page on PC facilities. The panel agree the student facing documentation lacks detail about the role of PC and UoP staff in the delivery of the programme. There's also a lack of clear information and signposting on what support and guidance is provided by PC or UoP wider support services, including apprenticeship arrangements. The panel identify the need for clearer guidance on the resources available for apprentices studying at PC. The panel agree the student facing documentation (especially the programme handbook) needs clear flow diagrams and guidance to detail the roles and responsibilities of UoP and PC in programme delivery and support in a range of different situations, to provide clarity for NA apprentices and staff. (Condition four)

UoP students studying at other satellite sites tell us how their voice is heard and how UoP has supported them during the COVID-19 pandemic, including posting books from UoP library to another campus. They tell us about the importance of service user and carer involvement in their programme and the impact this has on their learning. UoP students are clear on how to raise concerns and believe their concerns and feedback are listened to.

UoP has a service user and carer partnership where service users are involved in recruitment, development and delivery of the NA programme. Service users support delivery of the programme at PC in the same way as they support delivery on other satellite sites. PC is keen to recruit its own service users and carers supported by the Devon patient participation group. Service users tell us they feel a valued part of the team.

Documentary evidence and the modification visit confirm UoP continue to be responsible for practice learning and confirm effective partnership working between UoP, EPs and PLPs at strategic and operational levels. Plymouth online practice placement information provides a platform for effective sharing of resources for the delivery of the SSSA. PC have access to these resources to support academic staff to take on the role of academic assessors. There's an agreed strategy for sharing audits across the region. There are established practice learning meetings between UoP and EPs/PLPs for ongoing monitoring and reporting of practice learning and related issues. EPs/PLPs understand their responsibilities in meeting the SPNA.

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 **NOT MET**

We find that the current number of suitably qualified academic teaching staff at PC is insufficient for the delivery of the NA programme at PC.

Condition one: Provide a staffing business plan, with milestones, that demonstrates there'll be sufficient and appropriately qualified and experienced staff in place for programme delivery at PC. (SFNME R2.18; SPNAP R2.1)

We find limited evidence of opportunities for further professional and academic support in relation to learning, teaching and research for academic staff employed by PC.

Condition two: Produce an operational plan that articulates how new and existing PC staff will be supported in academic development, teaching and learning, research and evidence-based practice. (SFNME R1.14; SSSA R10.1)

We find the facilities and resources at PC are currently being developed. Those already completed are of a high standard, but the development of other healthcare facilities is currently incomplete.

Condition three: Produce a resource statement that clarifies the facilities available at PC demonstrate that NA apprentices will have safe and effective learning opportunities. (SFNME R2.14; SPNAP R2.1)

We find student facing documentation is very focused on the experience of a student studying at the UoP, with little guidance for apprentices about what is on offer at PC. There's a lack of clear signposting for apprentices as to who's responsible and where to go in differing situations.

Condition four: Update student facing documentation (especially the programme handbook) to detail the roles and responsibilities of UoP and PC in programme delivery and support in a range of different situations to provide clarity for NA apprentices and staff. (SFNME R3.2; SPNAP R2.1)

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

NOT MET

We find the senior team at PC are unable to confirm how new academic staff, particularly those moving from clinical practice to teaching in higher education, are supported to achieve a recognised qualification in learning and teaching in higher education.

Condition two: Produce an operational plan that articulates how new and existing PC staff will be supported in academic development, teaching and learning, research and evidence-based practice. (SFNME R1.14; SSSA R10.1)

Post Event Review

Identify how the condition(s) is met:

Condition one: A staffing plan for the delivery of the programme has been provided along with a plan to support staff development. Condition one is met.

Evidence:

Staffing plan for PC foundation degree in science (FdSc) NA programme, undated
Supporting staff development, undated
PC FdSc NA approval document, undated

Condition two: A staffing plan for the delivery of the programme has been provided along with a plan to support staff development. Further detail related to staffing and staff development is provided in an updated approval document. Condition two is met.

Evidence:

Staffing plan for PC FdSc NA programme, undated
Supporting staff development, undated
PC FdSc NA approval document, undated

Condition three: The updated approval document now includes a resource statement that provides assurance of safe and effective learning opportunities at PC. Condition three is met.

Evidence:

Final PC FdSc NA conditions table, undated
PC FdSc NA approval document, undated

Condition four: The student facing programme handbook and operational specification has been updated to clearly identify the roles and responsibilities of UoP and PC in the delivery of the programme. Condition four is met.

Evidence:

PC FdSc NA programme handbook, undated
PC FdSc NA operational specification, undated

Date condition(s) met: 14 June 2021

Revised outcome after condition(s) met:

MET

NOT 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

Findings against the standard and requirements

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

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

YES NO

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)
YES NO
- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)
YES NO
- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)
YES NO

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

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

R1.5 is met. Unchanged since original approval on 27 August 2019.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)
MET NOT MET

R1.6 is met. Unchanged since original approval on 27 August 2019.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met
YES NO

Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 6 May 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that all programme learning outcomes reflect the <i>Standards of proficiency for nursing associates</i>.</p> <p>R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings</p> <p>R2.5 set out the general and professional content necessary to meet the <i>Standards of proficiency for nursing associates</i> and programme outcomes</p> <p>R2.6 ensure that the programme hours and programme length are:</p> <p>R2.6.1 sufficient to allow the students to be able to meet the <i>Standards of proficiency for nursing associates</i>,</p> <p>R2.6.2 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)</p> <p>R2.6.3 consonant with the award of a foundation degree (typically 2 years)</p> <p>R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and</p> <p>R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.</p> <p><i>Standards framework for nursing and midwifery education</i> 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.</p>

Standards for student supervision and assessment specifically:
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. The modification process and documentation indicate that the current number of suitably qualified academic teaching staff employed by PC is insufficient for the delivery of the NA programme at PC. (Condition one)

The facilities and resources at PC are currently under development. The facilities completed are of a high standard but are currently insufficiently complete to demonstrate that apprentices will have safe and effective learning opportunities. (Condition three)

The student facing documentation is very focused on the experience of a student studying at the UoP, with little guidance for students about what is on offer at PC. There's a lack of clear signposting for apprentices as to who's responsible and where to go in differing situations. (Condition four)

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. Unchanged since original approval on 27 August 2019.

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

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

YES NO

R2.5 is met. Unchanged since original approval on 27 August 2019.

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

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

MET NOT MET

R2.6 is met. Unchanged since original approval on 27 August 2019.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET NOT MET

R2.7 is met. Unchanged since original approval on 27 August 2019.

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

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

YES NO

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

YES NO

The current number of suitably qualified academic teaching staff at PC is insufficient for the delivery of the NA programme. (Condition one)

The facilities and resources at PC are currently being developed. Those already completed are of a high standard, but the facilities are currently incomplete. (Condition three)

The student facing documentation is very focused on the experience of a student studying at the UoP, with little guidance for students about what is on offer at PC. There's a lack of clear signposting for apprentices as to who's responsible and where to go in differing situations. (Condition four)

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

YES NO

Outcome

Is the standard met? MET NOT MET

The modification process and documentation indicate that the current number of suitably qualified academic teaching staff employed by PC is insufficient for the delivery of the NA programme at PC.

Condition one: Provide a staffing business plan, with milestones, that demonstrates there'll be sufficient and appropriately qualified and experienced staff in place for programme delivery at PC. (SFNME R2.18; SPNAP R2.1)

The facilities and resources at PC are currently being developed. Those already completed are of a high standard, but the facilities are currently incomplete.

Condition three: Produce a resource statement that clarifies the facilities available at PC demonstrate that NA apprentices have safe and effective learning opportunities. (SFNME R2.14; SPNAP R2.1)

The student facing documentation is very focused on the experience of a student studying at the UoP, with little guidance for students about what is on offer at PC. There's a lack of clear signposting for apprentices as to who's responsible and where to go in differing situations.

Condition four: Update student facing documentation (especially the programme handbook) to detail the roles and responsibilities of UoP and PC in programme delivery and support in a range of different situations to provide clarity for NA apprentices and staff. (SFNME R3.2; SPNAP R2.1)

Date: 6 May 2021

Post event review

Identify how the condition(s) is met:

Condition one: A staffing plan for the delivery of the programme has been provided along with a plan to support staff development. Condition one is met.

Evidence:

Staffing plan for PC FdSc NA programme, undated
Supporting staff development, undated
PC FdSc NA approval document, undated

Condition three: The updated approval document now includes a resource statement that provides assurance of safe and effective learning opportunities at PC. Condition three is met.

Evidence:

Final PC FdSc NA conditions table, undated
PC FdSc NA approval document, undated

Condition four: The student facing programme handbook and operational specification has been updated to clearly identify the roles and responsibilities of UoP and PC in the delivery of the programme. Condition four is met.

Evidence:

PC FdSc NA programme handbook, undated
PC FdSc NA operational specification, undated

Date condition(s) met: 14 June 2021

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

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

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

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

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

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

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

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice
 R3.5.2 Option B: nursing associate students who are on work-placed learning routes:
 R3.5.2.1 are released for at least 20 percent of the programme for academic study
 R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
 R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:
 R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically:
 R1.1 – R1.11

Findings against the standard and requirements

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)
- MET** **NOT MET**

R3.1 is met. Unchanged since original approval on 27 August 2019.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)
- MET** **NOT MET**

R3.2 is met. Unchanged since original approval on 27 August 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** **NOT MET**

R3.3 is met. Unchanged since original approval on 27 August 2019.

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

MET **NOT MET**

R3.4 is met. Unchanged since original approval on 27 August 2019.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.
Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

MET **NOT MET**

R3.5 is met. Unchanged since original approval on 27 August 2019.

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 6 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 4: Supervision and assessment

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

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

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Unchanged since original approval on 27 August 2019.

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

MET **NOT MET**

R4.2 is met. Unchanged since original approval on 27 August 2019.

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

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

YES **NO**

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

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

MET **NOT MET**

R4.4 is met. Unchanged since original approval on 27 August 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 **NOT MET**

R4.5 is met. Unchanged since original approval on 27 August 2019.

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

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

YES **NO**

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

YES **NO**

<p>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)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<ul style="list-style-type: none"> 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 <i>Standards of proficiency for nursing associates</i>. (R4.9) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 6 May 2021</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

<p>Standard 5: Qualification to be awarded</p>	
<p>Approved education institutions, together with practice learning partners, must:</p> <p>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</p> <p>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</p>	

education and training or gain such experience as is specified in our standards in order to register their award.

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

Findings against the standards and requirements

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)
YES NO
- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)
YES NO

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

YES NO N/A

Fall back exit awards don't include registration as a NA with the NMC. The only exit award is a certificate of higher education.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 6 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

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

External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation: The UoP handbook and documentation associated with practice learning wasn't reviewed as this major modification didn't impact on delivery of the practice elements of the programme. All PLPs/EPs are established partners with UoP so written agreements have already been reviewed/approved.</p>		
<p>List additional documentation: Post visit documentation: Staffing plan for PC FdSc NA programme, undated Supporting staff development, undated PC FdSc NA approval document, undated Final PC FdSc NA conditions table, undated PC FdSc NA programme handbook, undated PC FdSc NA operational specification, undated</p>		
<p>Additional comments: None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study: Two PC students (access to higher education and level three childcare) Two year-two NA students from UoP Two year-one NA students from UoP satellite sites</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Additional comments:
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission (CQC) report Devon Partnership NHS Trust, 8 October 2019 CQC report Newcross Healthcare Solutions Ltd (Exeter), 25 September 2019 CQC report Northern Devon Healthcare NHS Trust, 12 September 2019 CQC report Poole Hospital NHS Foundation Trust, 31 January 2020 CQC report Royal Cornwall Hospitals NHS Trust, 26 February 2020 CQC report Royal Devon and Exeter NHS Foundation Trust, 30 April 2019		
If you stated no to any of the above, please provide the reason and mitigation: Major modification with no changes to educational audit tools or practice learning environments. UoP and PC share the same VLE.		
Additional comments: Virtual visit to PC; a recorded visit of the facilities available at PC including the development of the health futures hub and simulation suite.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report			
Author(s):	Jenny Pinfield	Date:	13 May 2021
Checked by:	Ian Felstead-Watts	Date:	18 May 2021
Submitted by:	Amy Young	Date:	12 July 2021
Approved by:	Emiko Hughes	Date:	13 July 2021