

Programme Major Modification report

Section one

Programme provider name:	University of Greenwich
Programme reviewed: <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate <input checked="" type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	FdSc Nursing Associate (self-funding) FdSc Nursing Associate Higher Apprenticeship
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>	FdSc Nursing Associate (Truro and Penwith) (Bodmin) apprenticeship FdSc Nursing Associate (Truro and Penwith) (Bodmin) (OfS)
Academic level of current programme:	
Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A
Academic levels of modified/additional programme(s)/route(s):	

Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> N/A		
Programme approval dates:			
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	29 July 2019		
Date(s) of NMC approval of any modifications since last approval:	15 April 2020 15 July 2021		
Programme start dates:			
Current modification programme start date: Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>9 September 2024</td> </tr> <tr> <td>15 January 2024</td> </tr> </table>	9 September 2024	15 January 2024
9 September 2024			
15 January 2024			
Date of modification:	10 October 2023		
Type of modification:	Visit		
QA visitor(s):	Registrant Visitor: Angela Hudson		

Section two

Summary of review and findings

The University of Greenwich (UoG), school of health sciences (the school) present a major modification to the Nursing and Midwifery Council (NMC) pre-registration nursing associate (NA) programme originally approved on 29 July 2019. Truro and Penwith College (the college) at Truro was approved as a satellite site to deliver the Foundation degree in science (FdSc) pre-registration NA apprenticeship (NAA) on 15 April 2020. A second modification on 15 July 2021 added the direct entry route.

This modification is to add a second satellite site for Truro and Penwith College at Bodmin, to deliver the pre-registration NAA and direct entry routes. Bodmin already deliver the UoG operating department practitioner programme at level six. The college have delivered an NMC approved NAA programme since 2020. The Bodmin site also delivers an access to nursing programme and it's anticipated these students will progress to pre-registration NA programmes at Bodmin.

There's strong support from senior college staff, practice learning partners (PLPs) and employer partners (EPs) to provide local delivery of the NA programme at Bodmin to strengthen the local nursing workforce in the north and east of Cornwall and the Devon border. There's no higher education (HE) provision in the east of the county. Due to Cornwall being on a peninsula, PLPs and EPs have challenges recruiting to registered NA posts. Recruitment and selection prioritises local recruits alongside national recruitment.

There are no new EPs proposed at this modification visit. The visit is undertaken face-to-face.

A new building for HE health care and engineering students is in place at Bodmin. There are two well equipped simulation suites of three and five beds, a community space designed to replicate a home environment and a consulting room. All simulation suites have lecture capture which records student interaction during activities and is used as an evaluation and learning tool for students post activity. Engineering students have a separate teaching space in the building.

The building is for sole use by HE students and has its own resource centre including a small library. Students have access to a range of digital and technological resources including Moodle, UoG's virtual learning environment. A range of online resources such as Elsevier clinical skills and safeMedicate are available. There are sufficient information technology (IT) facilities, study spaces and a HE café and informal meeting space. Classrooms provide sufficient learning and teaching space to accommodate the intended first cohort at Bodmin of 12 students.

Library staff tell us that each NHS trust has a library and study facilities available 24 hours a day for use by students. In addition, students can use the Truro satellite site library and have access to UoG resources either online or in person if in London. Students confirm they use the facilities at NHS trusts and UoG online resources. Students express an interest in attending UoG in person. UoG staff confirm this can be facilitated.

There are good support services for students available at the college, with dedicated HE student support officers. Student support officers split their time between Truro and Bodmin sites and there are plans to employ additional staff as student numbers increase at Bodmin. Students have access to maths workshops to build confidence in maths and numeracy.

Academic staff alternate teaching between Truro and Bodmin sites with an academic member of staff based at Bodmin every weekday. Based on expected student numbers there are sufficient staff to deliver the programme at both sites. Documentary evidence, UoG staff and the college senior staff present at the modification visit confirm that more academic staff will be recruited as the numbers of students increase at Bodmin site. Students tell us they travel considerable distances for their theory teaching at Truro site and welcome the new development at Bodmin.

Documentary evidence and discussion with PLPs, EPs, students and people who use services and carers (PUSCs) at the modification visit demonstrate effective partnership working between the UoG, the college and stakeholders in the planned delivery of the programme at both strategic and operational levels.

We find clear lines of responsibility for the operationalisation of the programme are in place between the college and the UoG through contractual agreements. The college follows UoG policies and procedures. Processes for sharing information about educational audits, placement capacity and evaluations, service reconfigurations and adverse Care Quality Commission (CQC) reports and serious untoward incidents are established with other AEIs using practice learning environments in Cornwall. These responsibilities are confirmed at the visit.

Students undertake practice learning with existing PLPs and EPs. The college programme leader in partnership with clinical practice educators organise the practice learning experiences for college students. Practice learning environments are shared with other established AEIs, PLPs tell us there's sufficient practice learning experiences for all students.

In the college pre-registration nursing programmes, seven percent of students identify as non-white British. The remaining students identify as non-white which is consistent with the wider demographic of the local population. There are no attainment gaps identified between those that identify as white and those that are

non-white, however the college are focussing on external and structural factors that may hinder a student from continuing the programme, for example travel difficulties.

The college are working on a project to decolonise the curriculum. Taught materials cover a range of conditions and diseases that are specific to ethnic minority groups such as sickle cell anaemia.

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) and the Standards for pre-registration nursing associate programmes (SPNAP) (NMC 2018, updated 2023) aren't met at programme level as a condition applies.

The Standards for student supervision and assessment SSSA (NMC, 2018 updated 2023) is met at programme level.

The programme is recommended to the NMC for approval subject to one condition. One NMC recommendation is made.

Updated 9 November 2023:

UoG has provided evidence which demonstrates the condition is now met.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

Condition one: Demonstrate through an implementation plan, how there's sustainable engagement and co-production with PUSCs in the recruitment of students, delivery, assessment and evaluation of the pre-registration NA programme at

	<p>the Bodmin satellite site. (SFNME R1.12; SPNAP R2.1)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date condition(s) to be met:	7 November 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider measures to increase the diversity and representation of society within the PUSC group. (SFNME R2.1, R2.6; SPNAP R2.1)
Focused areas for future monitoring:	<p>Student experience at the Bodmin satellite site.</p> <p>Staff resources at the Bodmin satellite site.</p> <p>Involvement of PUSCs in recruitment, delivery assessment and evaluation.</p> <p>PUSC recruitment at the Bodmin site.</p> <p>Programme delivery at the Bodmin site.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
An implementation plan has been provided which demonstrates sustainable engagement and co-production with PUSC in the pre-registration NA programme, at the Bodmin satellite site. Condition one is now met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Summary of observations made, if applicable	
Final recommendation made to NMC:	<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>
Date condition(s) met:	9 November 2023

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points Standards for pre-registration nursing associate programmes (NMC 2018, updated 2023) Standards of proficiency for nursing associates (NMC, 2018) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023) 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, 2022)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p>

- R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of service, 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, people who use services, students and any other stakeholders.

Documentary analysis and discussion at the modification visit provide evidence of effective and robust partnership working between the UoG, the college and stakeholders. There's a clear commitment to partnership working at both strategic and operational levels.

PLP and EP representatives confirm their support to deliver the pre-registration NA programme at Bodmin. Partnership meetings occur regularly throughout the year to review and provide feedback on student practice learning experiences. Documentary evidence discussions with PLPs, EPs and the programme team confirm that lines of communication and accountability for the delivery and

evaluation of the NA programme are in place and replicate processes used at the Truro site and UoG London campuses.

College academic staff are supported to attend programme committees and award and progression boards at the UoG, either in person or online. Quality assurance processes are in place and overseen by a UoG link tutor and quality lead. The link tutor and quality lead visit the college at each student induction, attend programme committee meetings and visit at regular intervals throughout the year. This assures the provision continues to meet NMC standards.

Documentary evidence and discussion at the modification visit confirm PLPs and EPs are involved with recruitment and selection activities for students. Discussions are held annually with the college regarding the intended numbers of students to recruit to the pre-registration NA programme. This is supported by workforce development plans shared by PLPs and EPs with the college and the UoG.

The UoG is part of the pan London practice learning group (PLPLG). Students based at the college use the electronic pan England NA practice assessment document (eNAPAD) and ongoing achievement record (OAR) to meet the Standards of proficiency for nursing associates (SPNA) (NMC, 2018). There's a shared approach with PLPs and other AEIs in the geographic area, for the preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA.

Support in practice learning environments is provided by clinical practice educators and college academic staff. The academic assessor is a member of college academic staff and there's sufficient resource available to enable the academic assessor to change in year two of the programme. Students tell us support in practice learning is good.

The PUSCs we meet are keen to be involved in sharing their stories with students and with co-delivery of teaching sessions. There are additional PUSCs who share their experiences with the student groups, but these are on an ad-hoc basis. All PUSCs have training for their role, including equality, diversity and inclusion (EDI) training. Some have received EDI training at their local trust where they volunteer. College staff check that EDI training has been completed either at the trust or at the college. PUSCs contribute to recruitment by developing questions and scenarios that are used at selection interviews.

There are four PUSCs who support the programme at the Truro site. PUSCs tell us they'll support pre-registration NA programme recruitment, delivery, assessment and evaluation at the Bodmin site. However, of the four only two PUSCs can support delivery at the Bodmin and Truro sites. The programme team tell us they're planning to recruit PUSCs specifically for the Bodmin site, but currently there's no implementation plan for this. (Condition one)

The Bodmin site is close to a large mental health provider and the programme team are recommended to consider expanding the diversity and representation of the PUSC group to include people recovering from mental ill health.
(Recommendation one)

Documentary analysis and the modification visit confirm that the UoG and the college work in partnership with students. We meet two NA students. They tell us the cohort are very enthusiastic about being able to have theory delivery at Bodmin, as many live locally and travel considerable distances to have their theory delivery at Truro. Students tell us that the opportunity to study locally means they can manage study around family and work commitments and are positive about the pre-registration NA programme delivery at the college.

Students tell us the college provides an excellent learning environment. Students tell us that there's a range of library and IT resources available and a good variety of electronic journals and texts are offered. Students tell us about the excellent support provided throughout their programme by the learning support team, study skills assistants and teaching staff. This includes support during practice learning experiences for students with reasonable adjustments. Students provide examples of support with pastoral issues which enables them to feel supported.

Students tell us that the college values the student voice, contributions are heard and any feedback is acted upon. Students give an example of where they asked for changes to the assessment calendar, so that assessments aren't bunched together or taken whilst in practice learning.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET NOT MET

Of the four PUSCs, only two can support delivery at both sites. The programme team tell us they're planning to recruit PUSCs specifically for the Bodmin site, but currently there's no implementation plan for this.

Condition one: Demonstrate through an implementation plan, how there's sustainable engagement and co-production with PUSCs in the recruitment of students, delivery, assessment and evaluation of the pre-registration NA programme at the Bodmin satellite site. (SFNME R1.12; SPNAP R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post Event Review

Identify how the condition(s) is met:

An implementation plan has been provided which demonstrates sustainable engagement and co-production with PUSC in the pre-registration NA programme, at the Bodmin satellite site. Condition one is now met.

Evidence:

Service user implementation plan for Bodmin satellite site, November 2023

Evidence:

Service user implementation plan for Bodmin satellite site, November 2023

Date condition(s) met:

9 November 2023

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 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other

regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully.

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, R2.9, R2.11

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. People who use services and practitioners are involved in selection processes. (R1.1.1 – R1.1.7)

YES NO

- 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. (R1.2)

YES NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made

by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully. 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 through this modification.

- 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 through this modification.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 10 October 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET

NOT 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
 - 2.6.3 consonant with the award of a foundation degree (typically 2 years)
- R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.9 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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. There are four PUSCs who support the programme at the Truro site. PUSCs tell us they'll support pre-registration NA programme recruitment, delivery, assessment and evaluation at the Bodmin site. However, of the four PUSCs only two can support delivery at both sites. The programme team tell us they're planning to recruit PUSCs specifically for the Bodmin site, but currently there's no implementation plan for this. (Condition one)

The Bodmin site is close to a large mental health provider and the programme team are recommended to consider expanding the diversity and representation of the PUSC group to include people recovering from mental ill health. (Recommendation one)

- 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 programme learning outcomes meet the *Standards of proficiency for nursing associates*. (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 through this modification.

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

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

YES NO

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

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

MET **NOT MET**

R2.6 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent 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 through this modification.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.8)

MET **NOT MET**

R2.8 is met. Unchanged through this modification.

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. (R2.9)

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

The proposed delivery at the college doesn't include provision for NA registration and registration in another profession.

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

YES NO

Of the four PUSCs, only two can support delivery at both sites. The programme team tell us they're planning to recruit PUSCs specifically for the Bodmin site, but currently there's no implementation plan for this. (Condition one)

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

Of the four PUSCs, only two can support delivery at both sites. The programme team tell us they're planning to recruit PUSCs specifically for the Bodmin site, but currently there's no implementation plan for this. (Condition one).

Condition one: Demonstrate through an implementation plan, how there's sustainable engagement and co-production with PUSCs in the recruitment of students, delivery, assessment and evaluation of the pre-registration NA programme at the Bodmin site (SFNME R2.1; SPNAP R2.1)

Date: 10 October 2023

Post event review

Identify how the condition(s) is met:

An implementation plan has been provided which demonstrates sustainable engagement and co-production with PUSC in the pre-registration NA programme, at the Bodmin satellite site. Condition one is now met.

Evidence:

Service user implementation plan for Bodmin satellite site, November 2023

Date condition(s) met:

9 November 2023

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 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:
 - R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice
 - R3.4.2 Option B: nursing associate students, via work-placed learning routes:
 - R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study
 - R3.4.2.2 are 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, and
 - R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.10, R2.15; 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 through this modification.

- 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 through this modification.

- 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. (R3.3)

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

- 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. (R3.4)

MET **NOT MET**

R3.4 is met. Unchanged through this modification.

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: 10 October 2023		
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 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 <i>Standards framework for nursing and midwifery education</i>		
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i>		
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 constructive feedback throughout the programme to support their development		
R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for nursing associates</i>		
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 <i>Standards of proficiency for nursing associates</i> .		
<i>Standards framework for nursing and midwifery education</i> specifically: R2.12; 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		
<i>Standards for student supervision and assessment</i>		
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 through this modification.

- 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 through this modification.

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 constructive 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 through this modification.

- 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 through this modification.

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

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <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) 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) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met 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 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: 10 October 2023</p> <p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>

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.

Standards framework for nursing and midwifery education specifically R2.12, R2.21

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

There's no fall back award with registration as a NA.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 10 October 2023		
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		

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (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, updated 2023) 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, updated 2023) (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 checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Student university handbook is available as webpages.		
List additional documentation: Service user implementation plan for Bodmin satellite site, November 2023		
Additional comments: None identified.		

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"/>
If yes, please identify cohort year/programme of study: Two x year two NAA students		
People who use services 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings: None visited		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC report, Barts Health NHS Trust, 12 December 2019 CQC report, Guys and St Thomas NHS Foundation Trust, 23 July 2019 CQC report, King's College Hospital NHS Foundation Trust, 22 February 2023 CQC report, Maidstone and Tunbridge Wells NHS Trust, 9 March 2018 CQC report, Medway Maritime Hospital, 28 April 2023 CQC report, Medway NHS Foundation Trust, 30 July 2021 CQC report, Royal Cornwall Hospitals NHS Trust, 26 February 2020 CQC report, The Royal London Hospital, 15 November 2022 CQC report, South London and Maudsley NHS Foundation Trust, 20 August 2021		
If you stated no to any of the above, please provide the reason and mitigation: Practice learning visits not required as the UoG is an established AEI. Educational audits and associated documentation have been previously approved.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Angela Hudson	Date:	10 October 2023
Checked by:	Pamela Page	Date:	27 October 2023
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