

**Programme Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Greenwich</p>
<p><b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>  <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input checked="" type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input checked="" type="checkbox"/>  <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children’s <input type="checkbox"/> Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p><b>AEI programme title(s):</b></p>	
<p><b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i></p>	<p>BSc Adult Nursing BSc (Hons) Adult Nursing BSc (Hons) Adult Nursing (Degree Apprenticeship) BSc (Hons) Adult Nursing Degree Apprenticeship (3 years) PG Dip Adult Nursing MSc Adult Nursing BSc Mental Health Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Mental Health Nursing (Degree Apprenticeship)</p>

	<p>BSc (Hons) Mental Health Nursing Degree Apprenticeship (3 years)</p> <p>PG Dip Mental Health Nursing</p> <p>MSc Mental Health Nursing</p> <p>BSc Children’s Nursing</p> <p>BSc (Hons) Children’s Nursing</p> <p>BSc (Hons) Children’s Nursing (Degree Apprenticeship)</p> <p>PG Dip Children’s Nursing</p> <p>MSc Children’s Nursing</p> <p>BSc Learning Disability Nursing</p> <p>BSc (Hons) Learning Disability Nursing</p> <p>BSc (Hons) Learning Disability Nursing (Degree Apprenticeship)</p> <p>PG Dip Learning Disabilities Nursing</p> <p>MSc Learning Disabilities Nursing</p>
<p><b>Modified AEI programme title(s) if applicable:</b> <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></p>	<p>N/A</p>
<p><b>Additional AEI programme title(s) if applicable:</b> <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></p>	<p>BSc Adult Nursing (OfS) (Truro and Penwith College) (Bodmin)</p> <p>BSc (Hons) Adult Nursing (Degree Apprenticeship) (Truro and Penwith College) (Bodmin)</p> <p>BSc (Hons) Adult Nursing (OfS) (Truro and Penwith College) (Bodmin)</p> <p>BSc Mental Health Nursing (OfS) (Truro and Penwith College) (Bodmin)</p> <p>BSc (Hons) Mental Health Nursing (Degree Apprenticeship) (Truro and Penwith College) (Bodmin)</p> <p>BSc (Hons) Mental Health Nursing (OfS) (Truro and Penwith College) (Bodmin)</p>

Academic levels of current programme:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p>

	<p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b>	30 November 2020

<i>This is the approval date under the most recent NMC standards.</i>	
<b>Date(s) of NMC approval of any modifications since last approval:</b>	28 July 2021 23 August 2021 7 July 2022
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	9 September 2024
RN – Children’s	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	9 September 2024
NDA Adult	9 September 2024
NDA Children’s	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	9 September 2024
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children’s	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children’s	N/A
Dual award – Learning Disabilities/Children’s	N/A



<b>Date of modification:</b>	10 October 2023
<b>Type of modification:</b>	Visit
<b>QA visitor(s):</b>	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 programme originally approved on 30 November 2020. Truro and Penwith College at Truro was approved as a satellite site to deliver bachelor of science (BSc) Honours (Hons) pre-registration nurse degree apprenticeship (NDA) in adult and mental health fields on 28 July 2021 over four years. A second modification on 7 July 2022 added the direct entry and non-honours pre-registration nursing routes for these two fields. A third modification was made to add three-year NDA routes to the portfolio of pre-registration nursing programmes on 23 August 2021.

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

The visit is undertaken face-to-face.

There's strong support from senior college staff, practice learning partners (PLPs) and employer partners (EPs) to provide local delivery of the nursing 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 nurse vacancies. Recruitment and selection prioritises local recruits alongside national recruitment.

There are no new EPs proposed at this modification visit.

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 20 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. From September 2024, there are plans in place for pre-registration mental health nursing to be delivered only at the Bodmin site, due to the proximity of the local mental health trust. Students tell us they welcome this as all the college mental health nursing students currently travel considerable distances for their theory teaching at the Truro site.

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 AElS 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 AElS, 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 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 programmes (SPNP) (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

	<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>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> 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 nursing programme at the Bodmin satellite site. (SFNME R1.12; SPNP R2.1)</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> None identified.</p>
<b>Date condition(s) to be met:</b>	7 November 2023
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Consider measures to increase diversity and representation of society within the PUSC group. (SFNME R2.1, R2.6; SPNP R2.1)
<b>Focused areas for future monitoring:</b>	<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>Review of accessibility of ePLPAD for practice supervisors, practice assessors and academic assessors.</p>

	Programme delivery at the Bodmin site.
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Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b> 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.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	9 November 2023

### Section three

NMC Programme standards
Please refer to NMC standards reference points: <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023) <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018) <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023) <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023) <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018) <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020) <a href="#">QA Handbook</a> (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

**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

**Standard 2: Educational governance and quality:**

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

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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 services, 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 nursing 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 nursing programme are in place and replicate processes used at the Truro site and UoG.

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 nursing 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 London practice assessment document (ePLPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (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.

At the modification visit students tell us that some practice supervisors have access issues with the ePLPAD. The practice learning environment use ePADs from other AEIs and access to various sections of the ePAD differ dependent on the PAD used by the various AEIs. Clinical practice educators tell us that preparation sessions for practice supervisors and practice assessors cover access



to the ePLPAD. However, issues of access are clarified and a bespoke one to one session is provided if required. UoG link tutors confirm they'll identify if there are any variances in access in the different ePADs and take the necessary action to ensure access is timely.

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 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 nursing 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 eight pre-registration nursing students. They're 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 nursing 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 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 workplace 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. An example is provided where students ask 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 PUSC in the recruitment of students, delivery, assessment and evaluation of the pre-registration nursing programme at the Bodmin satellite site. (SFNME R1.12; SPNP 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 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

## 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 their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
  - 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 are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
- 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 the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration nursing programmes](#) (NMC 2018, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**Findings against the standard and requirements**

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of people who use services and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES  NO

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES  NO

- Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. Fitness for practice processes evidenced and information given to applicants and students are detailed (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 ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES  NO

- Processes are in place for providing supporting declarations by a registered nurse 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**

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET  NOT MET

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET  NOT MET

R1.6 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy 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) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET  NOT MET

R1.7 is met. Unchanged through this modification.

**Proposed transfer of current students to the programme under review**

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

No students are transferring programmes. There are plans for the mental health nursing students commencing year two in September 2024 to transfer to the Bodmin site for theory delivery. Students at the modification visit confirm they've been consulted about this change.

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).**

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA is fully implemented at the UoG and the college since 2020.

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: MET  NOT MET

N/A

**Standard 2: Curriculum**

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

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



- R2.2 comply with the NMC *Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing
- R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

*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, R3.9, 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 nursing programme recruitment, delivery, assessment and evaluation at 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 to show how the programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (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 across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

MET  NOT MET

R2.4 is met. Unchanged through this modification.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET  NOT MET



R2.5 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 general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (R2.6)

YES  NO

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

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 mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET  NOT MET

R2.8 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 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. (R2.9)

MET  NOT MET

R2.9 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 (R2.10)

MET  NOT MET

R2.10 is met. Unchanged through this modification.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.11)  
YES  NO  N/A

The programme is delivered in England in English only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)  
YES  NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)  
YES  NO  N/A

Programmes delivered at the college lead to registration in a single field of nursing practice only.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)  
YES  NO  N/A

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula 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 and assessment 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: 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 nursing programme at the Bodmin site (SFNME R2.1; SPNP 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 registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their

- selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education, specifically:*  
R1.1, R1.3, R1.5; R2.10, R2.12; 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 registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (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.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

**MET**  **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

MET  NOT MET

R3.4 is met. Unchanged through this modification. The UoG are approved under the NMC recovery standards for pre-registration nursing (RN6(D)) to deliver up to 600 hours of simulated practice learning however there are no simulated practice learning hours delivered or planned at Truro and Penwith College (Truro and Bodmin campus).

- 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 (R3.5)

MET  NOT MET

R3.5 is met. Unchanged through this modification.

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g., 24 hour care, seven days, night shifts planned examples) (R3.6)

YES  NO

- Processes are in place to ensure that students are supernumerary (R3.7)

YES  NO

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  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 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 *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*.

*Standards framework for nursing and midwifery education, specifically:*

*R2.12; R3.5, R3.6, R3.8, 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*

**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 responsible for directing the education programme (R4.3)

**YES**  **NO**

R4.3 is met. Unchanged through this modification.

**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 registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET  NOT MET

R4.5 is met. Unchanged through this modification.

**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 proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES  NO

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

YES  NO

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

YES  NO

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES  NO

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

YES  NO

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

YES  NO



Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) 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  NOT MET

N/A

**Standard 5: Qualification to be awarded**

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

- R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
- R5.2 notify students during and before completion of the programme that they have five years 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 specified in our standards.

*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 pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

YES  NO

- Notify students during and before completion of the programme that they have five years 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 specified in our standards. (R5.2)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Fall Back Award</b>			
If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/> N/A <input type="checkbox"/>
Unchanged through this modification. All NMC standards and proficiencies are met on completion of the BSc which is offered as a fall back exit award at level six.			
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 10 October 2023			
<b>Post event review</b>			
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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<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"/>
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 <i>Standards of proficiency for registered nurses</i>	<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 (NMC 2018, updated 2023) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC 2018, updated 2023)</i> apply to the programme(s) (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 programmes (NMC 2018, updated 2023) (Gateway 3)</i>	<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 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 agreement(s) 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:**

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: Year two mental health nurse degree apprenticeship x four Year two adult nurse degree apprenticeship x two Year three adult nurse degree apprenticeship x two		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, 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 above, please provide the reason and mitigation:  Practice learning visits not required as the UoG is an established AEI. The AEI has established and approved educational audit processes in place.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

### **Issue record**

#### **Final Report**

Author(s):	Angela Hudson	Date:	10 October 2023
Checked by:	Pamela Page	Date:	27 October 2023
Submitted by:	Mubaraq Sanusi	Date:	24 November 2023

Approved by:	Natasha Thompson	Date:	28 November 2023
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