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Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

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Programme Major Modification report

Section one

Programme provider name:	University of Brighton
Programme reviewed: *This is the NMC programme title(s)*	**Return to practice:** **Nursing:** Adult ☐ Mental health ☐ Children's ☐ Learning disabilities ☐ **Midwifery** ☐ **Nursing Associate** ☐ **SCPHN** ☐ **Nursing/SCPHN** ☒ **Midwifery/SCPHN** ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	Return to Practice for Nursing Return to Practice for Nursing/SCPHN
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	N/A
Academic level of current programme:	

RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Associate	England only ☐ Level 5 ☐ Level 6 ☐ Level 7 ☒ N/A

RtP SCPHN	**England, Wales, Northern Ireland** ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing/SCPHN	**England, Wales, Northern Ireland** ☒ Level 6 ☐ Level 7 **SCQF** ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery/SCPHN	**England, Wales, Northern Ireland** ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
RtP Nursing Adult	**England, Wales, Northern Ireland** ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Mental Health	**England, Wales, Northern Ireland** ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Children's	**England, Wales, Northern Ireland** ☐ Level 6 ☐ Level 7 **SCQF**

	☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Associate	England only (Nursing Associate) ☐ Level 5 ☐ Level 6 ☐ Level 7 ☒ N/A
RtP SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing/SCPHN (nursing delivered at level six and SCPHN delivered at level seven)	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	18 December 2020
Date(s) of NMC approval of any modifications since last approval:	2 November 2022
Programme start dates:	
Current modification programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN** **Nursing/SCPHN** **Midwifery/SCPHN**	25 September 2023
Date of modification:	26 April 2023
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Theresa Titchener

Section two

Summary of review and findings
The University of Brighton (UoB), school of sport and health sciences, is an approved education institution (AEI) with an established record of providing a return to practice (RtP) programme. The original programme was approved by the Nursing and Midwifery Council (NMC) on 18 December 2020 and includes routes for RtP nursing and RtP nursing/specialist community public health nursing (SCPHN). A subsequent major modification to change to an online delivery mode was approved by the NMC with effect from 2 November 2022. The rationale for this major modification is to update the RtP nursing/SCPHN route to reflect the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). This modification is undertaken through desktop documentary review. There's documentary evidence that demonstrates the RtP programme is mapped to the SPSCPHN. The practice assessment document is developed in consultation with practice learning partners (PLPs). Student population and diversity data at programme level indicates that no attainment gap is noted. The AEI monitor and address any issues related to equality, diversity and inclusion. Arrangements at programme level don't meet the requirements of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as conditions apply. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. Modification to the RtP nursing/SCPHN route is recommended for approval subject to two NMC conditions. Updated 23 May 2023: Evidence is provided to meet the two conditions. The conditions and related NMC standards are now met. The programme is recommended to the NMC for approval.
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:** None identified. **Selection, admission and progression:** Condition one: The programme documentation must be updated to evidence that RtP SCPHN is offered at level seven only. (SFNME R2.1; Standards for RtP programmes (SRtPP) (NMC, 2019) R2.1) **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition two: The programme team must remove any reference to occupational health nursing from the programme documentation. (SRtPP R2.4) **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	17 May 2023
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	

Commentary post review of evidence against conditions:

The programme team provide a revised programme specification confirming that the programme is being delivered at level seven. Condition one is met.

The programme team provide evidence to demonstrate that all references made to occupational health nursing are removed from the programme documentation. Condition two is met.

AEI Observations	**Observations have been made by the education institution** **YES** ☐ **NO** ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	3 May 2023

<u>Section three</u>

NMC Programme standards
Please refer to NMC standards reference points *Standards for return to practice programmes* (NMC, 2019) *Return to practice standards* (NMC, 2019) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards for competence for registered midwives,* (NMC, 2009) *The Future midwife: Standards of proficiency for registered midwives* (NMC, 2019) *Standards of proficiency for nursing associates,* (NMC, 2018) *Standards of proficiency for specialist community public health nurses* (NMC, 2004) *Standards for specialist education and practice* (NMC, 2001)

NMC Programme standards
Standards framework for nursing and midwifery education (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

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

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

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

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

__Standards for student supervision and assessment__ (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 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 service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements
Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders. Unchanged through this modification.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*
                                            MET ☒ **NOT MET** ☐
 	
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*
                                            MET ☒ **NOT MET** ☐

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

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 are, or were, registered with the NMC

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with *the Code*

R1.2.2 have capability to behave in accordance with the Code

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

R1.2.4 can demonstrate they meet NMC *English language requirements*

R1.2.5 have capability in literacy to meet programme outcomes

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

R1.3 ensure students' *health and character* is 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 guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 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

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for return to practice programmes.* If so, evidence must be provided to support this

proposed transfer as part of the education institution's mapping process at Gateway 3.

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 return to practice programmes* (NMC, 2019).

Proposed transfer of current students to the ***Standards for student supervision and assessment*** (NMC, 2018).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

<table>
<tr><td>**Findings against the standard and requirements**</td></tr>
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Evidence provides assurance that the following requirements are met:

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

YES ☒ **NO** ☐

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with *the Code*

YES ☒ **NO** ☐

R1.2.2 have capability to behave in accordance with the Code

YES ☒ **NO** ☐

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

YES ☒ **NO** ☐

R1.2.4 can demonstrate they meet NMC *English language requirements*

YES ☒ **NO** ☐

R1.2.5 have capability in literacy to meet programme outcomes

YES ☒ **NO** ☐

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

YES ☒ **NO** ☐

R1.3 ensure students' *health and character* is 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 guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

YES ☒ **NO** ☐

R1.4 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

YES ☒ **NO** ☐

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

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 requirement below is met or not met

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

MET ☒ **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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 return to practice programmes will be met through the transfer of existing students onto the proposed programme.

There are no students transferring to the modified programme route.

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

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. 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:** 26 April 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 educations institutions, together with practice learning partners, must: R2.1 ensure 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 relevant standards of proficiency R2.4 design and deliver a programme that supports students to return to their intended area of practice R2.5 ensure that programmes delivered in Wales comply with legislation which

supports use of the Welsh language

R2.6 state routes within the return to practice programme that allows:

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

R2.6.2 midwives to be readmitted to, or remain on, the register as midwives

R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and

R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☒

R2.1 is not met. The NMC require that all SCPHN programmes are delivered at academic level seven to meet the Standards for post-registration programmes (NMC, 2022). This includes any RtP routes that permit students to return to the SCPHN part of the register. Currently the programme specification doesn't make clear that the SCPHN part of the programme is only offered at level seven. The programme lead confirms that the nursing part of the nursing/SCPHN route is delivered at level six, while the SCPHN part is delivered at level seven. The programme documentation must be updated to reflect this. (Condition one)

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

YES ☒   **NO** ☐

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R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency

Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing

YES ☐   **NO** ☐   **N/A** ☒

This modification relates to RtP SCPHN only.

Midwives to be readmitted to, or remain on, the register as midwives

YES ☐   **NO** ☐   **N/A** ☒

The AEI don't deliver a RtP route for midwives.

Specialist community and public health nurses (SCPHNs)

YES ☒   **NO** ☐   **N/A** ☐

Nursing associates

YES ☐   **NO** ☐   **N/A** ☒

The AEI don't deliver a RtP route for nursing associates.

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

R2.4   design and deliver a programme that supports students to return to their intended area of practice

MET ☐   **NOT MET** ☒

R2.4 is not met. The programme documentation and practice assessment document demonstrate that the programme supports students to return to their intended area of SCPHN practice. The SCPHN part of the RtP nursing/SCPHN route is mapped to the new SPSCPHN.

The programme documentation currently refers to health visiting, school nursing and occupational health nursing as fields within the SCPHN part of the RtP programme. The programme lead confirms that the AEI don't intend to admit students seeking to return to the SCPHN occupational health nursing field. Therefore, the programme documentation must be updated to reflect this. (Condition two)

Evidence provides assurance that the following requirements are met:

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R2.5   ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England only.

R2.6   state routes within the return to practice programme that allows:

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

YES ☐   **NO** ☐   **N/A** ☒

This modification relates to RtP SCPHN only.

R2.6.2 midwives to be readmitted to, or remain on, the register as midwives

YES ☐   **NO** ☐   **N/A** ☒

The AEI don't deliver a RtP route for midwives.

R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

YES ☒   **NO** ☐   **N/A** ☐

R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

YES ☐   **NO** ☐   **N/A** ☒

The AEI don't deliver a RtP route for nursing associates.

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

R2.7   set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

MET ☐   **NOT MET** ☐   **N/A** ☒

This modification relates to RtP SCPHN only.

R2.8   set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing

MET ☐   **NOT MET** ☐   **N/A** ☒

This modification relates to RtP SCPHN only.

Midwives to be readmitted to, or remain on, the register as midwives

MET ☐   **NOT MET** ☐   **N/A** ☒

The AEI don't deliver a RtP route for midwives.

Specialist community and public health nurses (SCPHNs)

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met. Unchanged through this modification.

Nursing associates

MET ☐   **NOT MET** ☐   **N/A** ☒

The AEI don't deliver a RtP route for nursing associates.

R2.9   ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

MET ☒   **NOT MET** ☐

R2.9 is met. Unchanged through this modification.

R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and

MET ☒   **NOT MET** ☐

R2.10 is met. Unchanged through this modification.

R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

MET ☒   **NOT MET** ☐

R2.11 is met. Unchanged through this modification.

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

YES ☐   **NO** ☒

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R2.1 of the SFNME requires that programmes comply with all relevant regulatory requirements. The programme specification doesn't make clear that the RtP SCPHN part of the programme is only offered at level seven. (Condition one)

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

YES ☒ **NO** ☐

Outcome

Is the standard met?   **MET** ☐ **NOT MET** ☒

The programme specification doesn't make clear that the RtP SCPHN part of the programme is only offered at level seven.

Condition one: The programme documentation must be updated to evidence that RtP SCPHN is offered at level seven only. (SFNME R2.1; SRtPP R2.1)

The AEI doesn't admit students to the RtP programme who are seeking to return to the SCPHN occupational health nursing field. All references made to occupational health nursing must be removed from the programme documentation.

Condition two: The programme team must remove any reference to occupational health nursing from the programme documentation. (SRtPP R2.4)

Date: 26 April 2023

Post event review

Identify how the condition(s) is met:

Condition one: The programme team provide a revised programme specification confirming that the programme is being delivered at level seven.

Condition one is now met.

Evidence:
RtP programme specification, undated

Condition two: The programme team provide evidence to demonstrate that all references made to occupational health nursing are removed from the programme documentation.

Condition two is met.

Evidence:
RtP programme specification, undated

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Module specification 2023, undated
Module handbook SCPHN 2023, undated
Professional development portfolio SCPHN 2023, undated
Guide to completing the professional development portfolio 2023, undated

Date condition(s) met: 3 May 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 confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

MET ☒ **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

MET ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people

MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

MET ☒   **NOT MET** ☐

R3.4 is met. Unchanged through this modification.

R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities

MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:
R3.6 ensure that students are supernumerary. **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: 26 April 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 person responsible for directing the education programme

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

R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

R4.6 ensure that students meet communication and relationship management skills and procedures

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

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 requirement below is met or not met

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

R4.1 is met. Unchanged through this modification.

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

MET ☒ **NOT MET** ☐

R4.2 is met. Unchanged through this modification.

Evidence provides assurance that the following requirement is met:

R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme

YES ☒ **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

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

MET ☒ **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

MET ☒ **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

R4.6 ensure that students meet communication and relationship management skills and procedures

MET ☒ **NOT MET** ☐

R4.6 is met. Unchanged through this modification.

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

MET ☒ **NOT MET** ☐

R4.7 is met. The practice assessment document is mapped to the SPSCPHN and students are required to pass all proficiencies which are signed off by practice assessors and agreed by academic assessors.

Evidence provides assurance that the following requirement is met:
R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and **YES** ☒   **NO** ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register. **MET** ☒   **NOT MET** ☐ R4.9 is met. Unchanged through this modification.
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* relevant to supervision and assessment are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ **Date:** 26 April 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 or credits to be awarded and information on NMC

registration
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register. R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Findings against the standards and requirements

| **Evidence provides assurance that the following requirements are met:**

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level

  YES ☒   **NO** ☐   **N/A** ☐

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and

  YES ☐   **NO** ☐   **N/A** ☒

The AEI don't deliver a RtP route for nursing associates.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.

  YES ☒   **NO** ☐

R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

  YES ☒   **NO** ☐ |
| Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

  YES ☒   **NO** ☐ |

Outcome	
Is the standard met? MET ☒ NOT MET ☐	
Date: 26 April 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	

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors ***Please specify route:*** Nursing / field of nursing	☐	☒
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Student facing documentation including: programme handbook ***Please specify route:*** Nursing / field of nursing	☐	☒
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Practice assessment documentation (PAD) **Please indicate** which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	☐	☒
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Practice placement handbook: ***Please specify route:*** Nursing / field of nursing	☐	☒

Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
PAD linked to competence outcomes, and mapped against *Standards for return to practice programmes* (NMC, 2019) for each route: Nursing / field of nursing	☐	☒
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☐	☒
Programme lead: Nursing	☐	☒
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☐	☒
If you stated no above, please provide the reason and mitigation: This major modification is to update the RtP nursing/SCPHN route to meet the SPSCPHN, therefore only documentation relating to SCPHN is reviewed. The AEI don't deliver a RtP route for midwives or nursing associates. There are no changes to staff delivering the programme. CVs remain unchanged through this modification.		

There are no changes to PLPs delivering the practice element of the programme. Placement agreements remain unchanged through this modification.		
List additional documentation: Evidence to meet conditions: RtP programme specification, undated Module specification 2023, undated Module handbook SCPHN 2023, undated Professional development portfolio SCPHN 2023, undated Guide to completing the professional development portfolio 2023, undated		
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	☐	☒
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
Service users and carers	☐	☒
If you stated no above, please provide the reason and mitigation: This modification is undertaken through desktop documentary review. We meet with the programme lead via teleconference.		
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation:		

UoB is an established AEI and there's no requirement for resource checks as part of this modification.
Additional comments: None identified.

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Issue record			
Final Report			
Author(s):	Theresa Titchener	Date:	5 May 2023
Checked by:	Ian Felstead-Watts	Date:	12 May 2023
Submitted by:	Amy Young	Date:	1 June 2023
Approved by:	Leeann Greer	Date:	6 June 2023