Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	University of Bradford
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Mid Yorkshire Hospitals NHS Trust Bradford District Care Trust Craven, Harrogate and Rural District NHS Primary Care Trust Harrogate and District NHS Foundation Trust Bradford Teaching Hospitals NHS Foundation Trust Airedale NHS Foundation Trust Private, independent and voluntary health care providers Education and social care providers

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice for Nursing Professionals
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice for Nursing Professionals
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Learning Disabilities
Title of programme: Return to Practice for Nursing Professionals
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice for Nursing Professionals
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Date of approval	11 May 2020
QA visitor(s):	Registrant Visitor: Sally Martin

Summary of review and findings
The University of Bradford (UoB) (the university) is an established approved education institution (AEI). The university school of nursing and healthcare leadership in the faculty of health studies (the faculty) presented documentation for the approval of the return to practice (RTP) - nursing programme, in the fields of adult, mental health, learning disabilities and children's nursing. The programme title is; RTP for nursing professionals. At the approval visit the university withdrew the programme for RTP - nursing associates as there was no workforce need for it at this time.

The RTP nursing programme is mapped to the Nursing and Midwifery Council (NMC) Standards for return to practice programmes (SRTPP) (NMC, 2019) and underpinned by the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018). The university presented the programme as a module of study awarding 30 academic credits at level six over a duration of 11 weeks. The minimum number of practice hours students must undertake for completion of the programme is 150. The programme will have student intakes twice per year and is planned to commence in September 2020.

The faculty has formal links and engages with a wide range of stakeholders including practice learning partners (PLPs), students and service users and carers. The university has a service user and carer involvement strategy and service users contribute to the development of nursing and midwifery programmes within the faculty of heath studies. The RTP - nursing programme has been developed with a range of PLPs in the geographical region.

The programme proposal is to adopt the England RTP nursing practice assessment document (PAD) and related mapping and guidance. The PAD has been developed by the West Midlands RTP group in collaboration with PLPs, academic staff, returners to nursing and service users across England.

The university has developed an operational partnership plan with practice partners and feedback from service users and students to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The SSSA are met at programme level.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to four conditions; three joint NMC and university conditions and one university condition. There's two NMC recommendations.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Updated 9 July 2020:

The AEI submitted revised documentation which provides evidence that meets the NMC conditions. The AEI confirmed the university conditions have been met. The conditions and related 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 for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: The programme team must clarify the programme entry requirements in the programme handbook and advertising/website materials ensuring the specific levels/qualifications are stipulated (English, maths, international English language requirements) and the method by which capability in literacy and numeracy of applicants is established is clearly described to applicants. (SFNME R2.1; SRTPP R1.2.3, R1.2.5) (NMC and university condition) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: The programme team must include in the student, placement tutor and staff handbooks a clear process for the management of how additional time and assessment is agreed for students who fail to achieve their competencies in clinical practice in the allocated 150 hours. (SRTPP R4.7) (NMC and university condition) **Education governance: management and quality**

	assurance:
	Condition three: Revise the programme and module learning outcomes ensuring that the content specific NMC requirements of safeguarding, pharmacology, medicines administration and optimisation, calculations and communication are explicit and learning outcomes five and six are reworded and reflect the alternative assessment. (SFNME R5.6, R5.7; SRTPP R2.8, R2.9) (NMC and university condition)
	Condition four: Ensure that the links throughout the documentation are revisited and inaccuracies are corrected, that all links direct to current terminology matches the new standards and are reflective of the support services available at the university. (University condition)
Date condition(s) to be met:	8 July 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should follow through on the inclusion of service user involvement in the delivery of the programme, demonstrating how it fits into and contributes to the curriculum. (SFNME R5.5, R5.14)
	Recommendation two: The programme team should consider embedding digital skills further within the programme, making more use of the interactive functions of the virtual learning environment (VLE). (SRTPP R1.7, R3.4) (NMC and university recommendation)
	Recommendation three: To liaise with external affairs colleagues to develop a university marketing and advertising of the programme for 2021 intake. In addition to promoting the programme through Health Education England (HEE) the programme team should develop their own marketing strategy. (University recommendation)
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 university provided revised documentation that evidences the conditions are now met.

Condition one is now met. Documentary evidence and advertising material clearly identifies the specific levels/qualifications in English, maths and international language for entry to the programme. The method by which capability in literacy and numeracy of applicants is established is clearly described in information to applicants.

Condition two is now met. Revised documentation evidences students are provided with an additional 40 hours of practice in the event that they haven't achieved their proficiencies in the allocated 150 hours. This confirms a robust process for assessment of students proficiency in practice for being readmitted to or remain on the register.

Condition three is now met. Revised programme and module documentation confirms the programme curriculum meets the content specific NMC requirements and learning outcomes for the Future nurse: Standards of proficiency for registered nurses.

The university confirms condition four is now met. Links in revised documentation have been updated, along with terminology to match the new standards for education and training (NMC, 2018) and reflect support services at the university.

Assurance is provided the SFNME are now met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	The length of the programme is 11 weeks (not 10 weeks) which is now reflected in the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	8 July 2020

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)* *Standards of proficiency for nursing associates (NMC, 2018)* *Standards of proficiency for specialist public health nurses (NMC, 2004)* *Standards for specialist education and practice (NMC, 2001)* *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)* QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook (September 2018 updated July 2019)

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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
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 evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

Programme documentation and discussion at the approval visit provides evidence of effective partnership and engagement between the university and its stakeholders.

Partnership meetings at strategic and operational levels evidence that PLPs, service users and students are involved in and their views included in the development of the RTP programme.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

The university developed a service user and carer involvement strategy in 2016 which identifies the approach to service user involvement in the development and delivery of programmes. Service users confirm their contribution to the delivery of the RTP programme through attendance at taught sessions. The programme team should follow through on increasing the involvement of service users in all aspects of the programme including recruitment. (Recommendation one)

Students are supported to undertake the RTP programme through HEE funding, sponsored by employers, or are self-funded. Programme documentation and discussion at the approval visit provides evidence that supporting NHS trusts are involved in the application and interview process for the RTP programme.

The faculty has a practice education strategy which has been developed in collaboration with PLPs, service users and students to provide strategic and operational direction for the support, monitoring and development of practice learning and the SSSA. A regional strategy has been developed including the university and PLPs for the preparation of practice supervisors and practice assessors. Prospective practice assessors we met who are currently sign-off mentors for RTP students confirm attendance at training for preparation of practice supervisors and practice assessors. The quality of practice learning placements is assured through an educational audit which is completed jointly by the university and PLPs.

At the approval visit the university and PLPs provided examples of processes that provide assurance of shared governance arrangements. Programme module and practice evaluation processes include a partnership approach to follow up any actions required.

There are a range of policies and procedures which enable students to feedback any concerns regarding practice learning environments and patient safety to the university.

Documentary evidence and discussion at the approval visit provide assurance that the students are taught and assessed in practice by registered nurses who understand the proficiencies and programme outcomes for RTP students.

Student feedback from the previous and current programme confirm that they are well supported by the university programme team and in practice by practice supervisors and practice assessors.

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 and,

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Met
Gateway 2: <u>Standards for student supervision and assessment</u> *Met*
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A **Revised outcome after condition(s) met:**

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 confirm on entry to the programme that students 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 prescribing 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 pre-registration nursing 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).

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

R1.2 confirm on entry to the programme that students:
R1.2.1 demonstrate values in accordance with the Code

Yes

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

Yes

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

No

R1.2.3 is not met. Documentary evidence and discussion at the approval visit doesn't confirm that there are processes in place at the point of application to ensure students have the capability for numeracy skills required to complete the programme. (Condition one)

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

No

R1.2.5 is not met. Documentary evidence and discussion at the approval visit doesn't confirm that processes are in place at the point of application to ensure

students have the capability in literacy required to complete the programme. (Condition one)

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

Yes

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

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

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

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

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

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

R1.6 is met. Previous learning and experience are identified at the point of application and selection to the programme to assist in identifying students learning needs. This also determines the planned practice learning opportunities and experiences for the student. No formal recognition of prior learning is being applied to the programme as the programme consists of one module.

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

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

Met

R1.7 is met. Students are supported to update their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. There's university support for developing study skills and using online library resources.

Throughout the programme students are required to complete the SafeMedicate online programme which includes assessment of numeracy.

Students are supported to develop their digital and technological literacy within the practice learning environment for example using electronic patient records. The RTP programme and module information including assessments is managed using the VLE. Literacy and digital literacy are developed and assessed through formative and summative assessments. The use of digital technology could be enhanced in the programme by using the VLE to include study programmes to meet learning outcomes. (Recommendation two)

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.**

The university confirms that there are no students to transfer to the proposed programme.

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.

The university confirms that there are no students to transfer to the SSSA.

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

No

There's no process in place at the point of application to the programme to determine if students have the capability to meet the numeracy and literacy requirements to meet the programme outcomes. (Condition one)

Outcome

Is the standard met?

Not Met

R1.2.3 is not met. Documentary evidence and discussion at the approval visit doesn't confirm that students have the capability for updating numeracy skills required to complete the programme at the point of application.

R1.2.5 is not met. Documentary evidence and discussion at the approval visit doesn't confirm that students have the capability for in literacy required to complete the programme at the point of application.

Condition one: The programme team must clarify the programme entry requirements in the programme handbook and advertising/website materials ensuring the specific levels/qualifications are stipulated (English, maths and international English language requirements) and the method by which capability in literacy and numeracy of applicants is established is clearly described to applicants. (SFNME R2.1; SRTPP R1.2.3, R1.2.5)

Date: *21 May 2020*

Post Event Review

Identify how the condition is met:

The specific levels/qualifications required in maths for entry to the programme including the method by which capability in numeracy is established is detailed in the programme handbook, programme specification and all advertising materials. Condition one is now met. SRTPP R1.2.3 is now met.

Evidence:
UoB revised programme specification: RTP for nursing professionals, 8 July 2020
UoB RTP 2020-21 programme handbook version two, undated
UoB RTP nursing programme webpage, undated

Revised documentary evidence and advertising materials clearly identifies the specific levels/ qualifications in English, and international language and how capability in literacy is established for entry to the programme. Condition one is now met. SRTPP R1.2.5 is now met.

Evidence:
UoB revised programme specification: RTP for nursing professionals, 8 July 2020
UoB RTP 2020-21 programme handbook version two, undated
UoB RTP nursing programme webpage, undated

Assurance is provided SFNME R2.1 is now met.

Date condition(s) met: 8 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met. SRTPP R1.2.3 and R1.2.5 are now met.

Assurance is provided SFNME R2.1 is now met.

Standard 2: Curriculum

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

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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.

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

R2.2 comply with the NMC <u>Standards for student supervision and assessment</u>

Yes

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

Yes

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

Yes

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

No

The university isn't providing the programme for RTP midwifery.

Specialist community and public health nurses (SCPHNs)

No

The university isn't providing the programme for RTP specialist community public health nurses (SCPHN).

Nursing associates

No

At the approval visit the university withdrew the programme for RTP nursing associates, as there's no workforce need for it at this time.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the

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

Met

R2.4 is met. The programme design supports students to remain on or be readmitted to the nursing part of the register in one of the four fields of nursing practice. The programme design incorporates both generic and field specific outcomes. The RTP programme is taught as a single 30 credit academic level six module over 11 weeks. Both generic and field specific outcomes incorporating clinical and theoretical knowledge are taught in the delivery of the programme. Problem based learning crosses over the four fields of nursing practice providing students with opportunities for shared learning.

Practice learning takes place in nursing field specific environments during the 11 weeks of the programme. Student placements are negotiated in line with the student's preference and intended area of practice. Students must successfully complete a minimum of 150 of practice learning. The university has adopted the England PAD for RTP nursing which is mapped against the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018). The PAD guides the practice supervisors, practice assessors and students and monitors and records students' progress and achievement of the proficiencies.

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

N/A

The programme isn't delivered in Wales.

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

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

No

The university won't be providing the RTP programme 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

No

The university won't be providing the RTP programme for SCPHN.

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

No

At the approval event the university withdrew the programme for RTP nursing associates, as there was no current identified workforce need.

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

R2.7 is met. The programme curriculum has been designed to meet generic and field specific learning outcomes. The programme specification outlines the learning outcomes for the programme and is mapped against the Future nurse: standards of proficiency for registered nurses.

Field specific content is taught by specialists from each field of nursing. Discussion through problem-based learning is promoted in taught sessions which promote shared learning across fields of nursing practice.

Clinical skills sessions are provided prior to students commencing practice learning experience which prepare students with generic and field specific essential skills for practice learning.

The programme team consists of registrants from each field of nursing practice; adult, mental health, learning disabilities and children's nursing. Students are assigned an academic assessor from within their field of nursing practice.

Students confirm that field specific learning outcomes are incorporated into the taught programme curriculum and provide sufficient knowledge to support evidence based practice.

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.

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

Not Met

R2.8 is not met. Documentary evidence maps the programme to the Future nurse: Standards of proficiency for registered nurses. However, evidence of the taught sessions of the curriculum doesn't provide assurance of the application of the learning outcomes within annexe A of the Future nurse: Standards of proficiency for registered nurses. Whilst the alignment between the programme specification and programme timetable provide evidences of where the underpinning knowledge for therapeutic interventions is taught, further clarity is required of where the underpinning knowledge for evidence-based practice and communication within annexe A of the Future nurse Standards are taught. (Condition three)

The content of the programme evidenced in the England PAD for RtP nursing programme (March, 2020) aligns the programme to the platforms, annexes and proficiencies within the Future nurse: Standards of proficiency for registered nurses and SRTPP (NMC, 2019) programme standards.

Students confirm that the face-to-face days in university and practice learning experiences provides them with the knowledge required to meet the programme outcomes.

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.

R2.9 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

Not Met

R2.9 is not met. Documentary evidence in the RTP programme mapping includes safeguarding, consent, pharmacology, medicines administration and optimisation. However, evidence in the taught elements of the programme don't provide assurance where this specific content is included. (Condition three)

The programme timetable provides assurance that the principles of safeguarding are taught and further explored through problem-based learning. Medicines management is assessed through successful completion of the online SafeMedicate programme.

The PAD evidences competence in practice for medicines administration, optimisation and consent has been achieved.

Students confirm that these elements of the programme are contemporaneous and prepared them for registration.

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.

R2.10 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

R2.10 is met. The programme curriculum utilises a range of teaching and learning strategies in the delivery of the RTP programme. These include lectures, group work, clinical skills, directed learning and the use of the VLE.

Students confirm that there's a range of teaching methods across the programme which enables them to develop their knowledge and critical analysis skills, supports discussion and provides opportunities for shared learning.

The PAD enables students to evidence learning through a variety of methods including teaching and reflection in practice.

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.

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

Met

R2.11 is met. Documentary analysis and discussion at the approval visit evidences the programme is of an appropriate length to meet the programme outcomes.

The programme is delivered over 11 weeks and students must attend 11 face-to-face days and successfully complete three assessments including 150 hours of clinical practice.

At the approval visit students confirm that the practice hours are sufficient to gain competence in practice. PLPs and practice assessors also confirm that 150 hours in clinical practice is sufficient for students to meet their learning outcomes and proficiencies for registration.

The programme team have set submission dates for the programme assessments which include completion of the proficiencies and requirements in the RTP PAD, an assignment and successful completion of the SafeMedicate online assessment.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

No

There's insufficient evidence that the curriculum is structured and sequenced to ensure the taught content of the programme meets the learning outcomes for annexe A of the Future nurse: Standards of proficiency for registered nurses and safeguarding, consent, pharmacology, medicines management and optimisation is included. (Condition three)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met?

Not Met

R2.8 is not met. There's insufficient evidence that the taught sessions of the programme meets the learning outcomes for annexe A of the Future nurse: Standards of proficiency for registered nurses.

R2.9 is not met. Programme mapping incorporates safeguarding, consent, pharmacology, medicines management and optimisation. However, evidence of the taught elements of the programme doesn't provide assurance of where this specific content is included.

Condition three: Revise the programme and module learning outcomes ensuring that the content specific NMC requirements of safeguarding, pharmacology, medicines administration and optimisation, calculations and communication are explicit and learning outcomes five and six are reworded and reflect the alternative assessment. (SFNME R5.6, R5.7; SRTPP R2.8, R2.9)

Date: *21 May 2020*

Post Event Review

Identify how the condition is met:

The programme specification, module descriptor and timetable have been revised to include the specific requirements of communication. Learning outcomes five and six have been revised to ensure that either alternative assessment can be met. Condition three is now met. SRTPP R2.8 is now met.

Evidence:
UoB revised programme specification: RTP for nursing professionals, 8 July 2020
UoB RTP 2020-21 revised timetable, undated
UoB RTP revised module descriptor, 2020
UoB RTP updated support in practice guidance, 2020
UoB RTP 2020-21 programme handbook version two, undated

Revised programme documentation, learning outcomes and timetable confirms the specific content of safeguarding, consent, pharmacology, medicines management and optimisation and calculation are explicit. Learning outcomes five and six have been revised to ensure that either alternative assessment can be met. Condition three is now met. SRTPP R2.9 is now met.

Evidence:
UoB revised programme specification: RTP for nursing professionals, 8 July 2020
UoB RTP 2020-21 revised timetable, undated
UoB RTP revised module descriptor, 2020
UoB RTP updated support in practice guidance, 2020
UoB RTP 2020-21 programme handbook version two, undated

Assurance is provided SFMNE R5.6 and R5.7 are now met.

Date condition(s) met: 8 July 2020

Revised outcome after condition(s) met:

Met

Condition three is now met. SRTPP R2.8 and R2.9 are now met.

Assurance is provided SFMNE R5.6 and R5.7 are now 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.

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.

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

R3.1 is met. Documentary evidence confirms that students undertake practice learning within their field of practice. PLPs work in partnership with the university to arrange practice learning opportunities to meet the required learning outcomes.

Practice supervisors and practice assessors confirm that practice learning opportunities enable students to meet their learning outcomes within their field of practice.

There's a partnership approach between the PLPs and the university in the quality assurance and governance of practice learning environments and the delivery of safe and effective care by students. Documentary evidence and discussion with the PLPs confirms that practice learning environment are subject to education audit which details how each placement meets the NMC standards. The audit captures the learning opportunities available to students and if there are sufficient practice supervisors and practice assessors to support, teach and assess the students.

Students are aware of how to raise and escalate concerns about the learning environment and concerns about care including how to access the support available. Practice supervisors and practice assessors are also aware of these processes and what to do if they have any concerns about a student's conduct or performance including fitness to practise. Student facing information and practice documentation signposts students, practice supervisors and practice assessors to the relevant information.

Students are required to complete practice evaluations using the online practice assessment record and evaluation system (PARE). Feedback provided to the placement areas identifies any actions required.

Students are supernumerary in the practice learning environment and are supervised and supported by a practice supervisor. Together with the practice assessor they ensure the students identify and achieve their learning outcomes.

The PAD evidences the students are facilitated and empowered to deliver care across different settings that enable them to develop skills with a range of service users, including individuals, families, carers and groups.

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.

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

R3.2 is met. The PAD provides evidence that students have the opportunities to develop their communication and relationship management skills in the practice learning environment.

Students' confirm that they are provided with opportunities to develop their communication and interpersonal skills into their practice learning. Students provide the example that they have the opportunity to supervise and teach service users or colleagues within the programme, this demonstrates their ability to communicate and their understanding of care within their field of nursing.

Recording in the PAD provides evidence that students achieve these skills when providing care to service users and working across professional teams.

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.

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

R3.3 is met. The PAD indicates that students have the opportunity to access a variety of alternative practice learning environments that allows them to consider and meet all aspects of holistic care.

Students are allocated a practice assessor who has responsibility for ensuring students experience a range of settings for their intended area of practice. Practice learning experiences are evidenced in the PAD. Feedback from other members of the clinical team is recorded in the PAD. Feedback from service users and carers who have received care from the student is also recorded in the PAD.

Students confirm that they are provided with a range of opportunities to meet the holistic needs of patients and carers.

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.

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

Met

R3.4 is met. Students are encouraged to use technology to enhance their learning through online programmes for medication. The university uses a VLE for programme materials, discussion boards and assessment submission. The programme team could make more use of interactive functions of the VLE to support learning. (Recommendation two)

The university doesn't use simulation-based learning within this programme.

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.

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 ensure that students are supernumerary.

Met

R3.5 is met. There's documentary evidence that students are provided with the opportunity to declare any disabilities and develop a learning support plan. Students are encouraged to share this with their practice supervisor and practice assessor. Documentary evidence confirm that the university has a range of policies that support inclusivity and equality. PLPs confirm policies and processes are in place to take into account individual needs and personal circumstances. Reasonable adjustments are made for students accordingly.

Students confirm that practice learning opportunities are facilitated to accommodate their work life balance. The practice hours each student must complete are identified at the start of the programme. Students are then enabled to agree how they will complete the required practice hours with their practice supervisors and practice assessors.

R3.6 ensure that students are supernumerary

Yes

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to assessment are met

Yes

Outcome	
Is the standard met? *Met* **Date:** *21 May 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*	

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u> R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards for student supervision and assessment</u>

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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.

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. The university programme documentation including the programme specification and the PAD mapping document evidences compliance with the SFNME in relation to support supervision, learning and assessment.

Documentation confirms the university has sufficiently suitably qualified and experienced lecturers in each field of nursing practice to deliver the programme and provide academic support and feedback.

PLPs and practice assessors provide assurance that there are effective partnerships, policies and procedures in place to ensure the requirements of the SFNME are met and support the management of students in practice learning environments.

Practice learning experience is gained in an environment which holds an education audit and complies with the SFNME.

PLPs confirm support for the supernumerary status of RTP students and that there are adequate resources to support supervision and learning and assessment in practice learning environments.

PLPs and the university confirm they have in place established governance and quality assurance of practice learning. They have identified the role and responsibilities of the practice supervisor, practice assessor and academic assessor and how these roles will be implemented in this programme.

Students confirm they are supervised in practice learning environment enabling their learning and assessment.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Documentation and discussion at the approval visit evidences compliance with SSSA.

The university links with practice education facilitators to ensure that students are allocated to practice placements that meet the SSSA.

Students are allocated a practice supervisor and practice assessor when they commence their practice placement. An academic assessor is assigned to each student for the duration of the programme.

PLPs confirm that there's a preparation programme for practice supervisors and practice assessors. Practice supervisors and practice assessors are required to declare on the RTP PAD that they are prepared for and understand their role at the start of the student placement.

Contact between the practice supervisor and practice assessor is recorded in the PAD at the initial, midway and final review. Contact between the academic assessor and practice assessor is also recorded in the PAD.

Students confirm that they are well supported by their supervisors and assessors in the practice learning environments. There's a nominated person in each practice learning environment to provide support for students if they have any concerns.

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

Yes

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

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

Met

R4.4 is met. Students are provided with an academic assessor who support them throughout the programme. There's evidence students receive feedback about their assignments on VLE. Students confirm that they are provided with feedback following submission of their assignment.

The PAD facilitates continuous feedback to students regarding their clinical progress and competence by the practice supervisors and practice assessor and is supplemented by service user feedback.

Students confirm that there's structured ongoing assessment in clinical practice with their practice supervisors and practice assessors. This process identifies gaps in their learning and development which are sufficient for their learning outcomes to be met within the 150 hours. There's a final summative assessment point in practice which provides students with verbal and written feedback.

Practice assessors told us that students learning requirements are agreed based on prior experience and reviewed throughout the placement to enable students to gain their proficiencies within the 150 hours. Practice supervisors and practice assessors confirm that link lecturers are accessible should there be any concerns regarding a student's progress in practice.

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.

R4.5 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

R4.5 is met. There's appropriate mapping of the curriculum and practice learning assessment documentation to ensure throughout the programme students meet the standards of proficiency and programme outcomes for their fields of practice; adult,

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MM MOTT MACDONALD

mental health, learning disabilities and children's nursing.

The programme outcomes are assessed through formative and summative assessment in theory and practice. The programme team and PLPs confirm student' progress is monitored including completion of the required practice hours.

Student practice learning is provided by practice supervisors and practice assessors record the students' progress and achievement of proficiencies in the PAD.

PLPs and students report that link lecturers provide support in practice learning environments in the management of students throughout their placements, who for example, may be failing to progress.

PLPs and students also report that the programme prepares them for readmission to or remaining on the register.

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.

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

Met

R4.6 met. Documentary evidence indicates that programme content has been mapped to annexes A and B of the standards of proficiency for registered nurses. Communication and interpersonal relationship form a core part of the practice assessment documentation, which is designed to support achievement of these skills, this includes feedback from service users.

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.

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

Not Met

R4.7 is not met. Documentary analysis confirms processes for assessment in theory and practice which confirm proficiency for readmission or remaining on the register.

The assessment strategy outlined in the programme specification and student handbook provide assurance that proficiency is confirmed for readmission or

remaining on the register.

Students are required to complete all the programme requirements and submit all assessment documentation for ratification by the university exam board.

Students are required to complete a minimum of 150 hours clinical practice. Students told us they felt this was sufficient for them to achieve their proficiencies for practice. There's no clear process for the management of how additional time and assessment is agreed for students who failed to achieve their proficiencies in clinical practice in the allocated 150 hours. (Condition two)

The practice assessor with the academic assessor meet with the student on completion of the practice component of the programme to confirm achievement of proficiencies in practice. Practice assessors told us that 150 hours is sufficient for students to meet their proficiencies and they would fail a student who wasn't competent. However, they are unclear of any process for additional hours and assessment should this circumstance occur. There are no details in student facing and practice assessor documentation of how this will be managed. (Condition two)

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

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the 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

R4.9 is met. Programme content provides assurance that all aspects of professional practice to deliver safe and effective care is in place for students to successfully complete the programme to remain on or be readmitted to the register.

The PAD and completion of the academic components of assessment confirm the students ability to provide safe and effective care in accordance with the Code.

Students told us they were facilitated in practice to develop skills to meet all the proficiencies to deliver safe, effective care.

Practice assessors acknowledge their accountability for confirming students are proficient in delivering safe and effective care for readmission to or remaining on the

register.

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to supervision and assessment are met

Yes

Outcome

Is the standard met?

Not Met

R4.7 is not met. There's no clear process for the management of students who have failed to achieve the practice assessment component of the programme in the allocated 150 hours including agreement of additional time and assessment.

Condition two: The programme team must include in the student, placement and staff handbooks a clear process for the management of how additional time and assessment is agreed for students who fail to achieve their competencies in the allocated 150 hours. (SRTPP R4.7)

Date: *21 May 2020*

Post Event Review

Identify how the condition is met:

The revised RTP practice guide and handbook detail a clear process which enables an additional 40 hours of practice for students who haven't achieved their proficiencies within the allocated 150 practice hours. This confirms a robust process for assessment of students proficiency in practice or being readmitted to or remain on the register. Condition three is now met. SRTPP R4.7 is now met.

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

Evidence:
UoB RTP updated support in practice guidance, 2020
UoB RTP 2020-21 programme handbook version two, undated

Assurance is provided SFNME R5.6 and R5.7 are met.

Date condition(s) met: 8 July 2020

Revised outcome after condition(s) met:

Met

Condition three is now met. SRTPP R4.7 is met.

Assurance is provided SFNME R5.6 and R5.7 are met.

Standard 5: Qualification to be awarded

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.

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

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

Yes

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

Yes

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

Yes

Outcome	
Is the standard met? *Met* **Date:** *21 May 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*	

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	No
Programme specification(s)	Yes
Module descriptors	Yes
Please specify route RTP - nursing: adult, mental health, learning disability and children.	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: RTP - nursing; adult, mental health, learning disability and children.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	

Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	No
List additional documentation UoB admissions policy, undated UoB applicant and student criminal conviction policy, undated UoB student fitness to practice procedure, undated UoB pre-admissions and admissions process. RTP for healthcare professionals programme, undated UoB student contract, 2020/2021, undated Updated post conditions: UoB revised programme specification: RTP for nursing professionals, 8 July 2020 UoB RTP 2020-2021 revised timetable, undated UoB RTP revised module descriptor, 2020 UoB RTP updated support in practice guidance, 2020 UoB RTP 2020-2021 programme handbook version two, undated	
If you stated no above, please provide the reason and mitigation The university isn't seeking approval for the RTP midwifery, SCPHN and nursing associate programmes. Details of the programme proposal, rational and consultation is embedded within the programme critical review document and programme specification. The university and PLPs confirmed at the approval visit their support for the programme and assurance of the resources in place for delivery. The university have placement agreements with PLPs.	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: One adult RTP student, September 2019 cohort	

One mental health RTP student, September 2019 cohort One adult RTP student, January 2020 cohort	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: The approval visit was conducted remotely due to the covid-19 pandemic. Due to this national emergency practice supervisors and practice assessor representatives were unable to attend on the approval day as planned. A rescheduled date enabled the QA visitor and university approval chair to meet with the practice supervisors and practice assessors to complete the programme approval process.	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation There was no requirement to visit practices and facilities as part of this programme approval.	
Additional comments:	

Mott MacDonald Group Disclaimer			
This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose. 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	Sally Martin	Date	21 May 2020
Checked by	Bernadette Wallis	Date	15 July 2020
Submitted by	Leeann Greer	Date	21 July 2020