

Programme approval visit report

Section one

Programme provider name:	Kingston University & St George's Hospital Medical School
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Kingston CCG Epsom and St Helier University Hospital NHS Trust Croydon Health Services NHS Trust (incorporating community services) St George's University Hospitals NHS Foundation Trust (including Community division) Ashford and St Peters NHS Foundation Trust
<p>Programme(s) reviewed:</p> <p>Programme: Return to Practice - Midwifery Title of programme: Return to Practice - Midwifery Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice – Nursing Adult Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Child Title of programme: Return to Practice – Nursing Child Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Mental Health Title of programme: Return to Practice – Nursing Mental Health</p>	

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 – Nursing Learning Disabilities
Programme start date: 6 September 2020

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

Date of approval

12 March 2020

QA visitor(s):

Registrant Visitor: Michelle Laing (Nursing)
Registrant Visitor Elizabeth Cluett (Midwifery)

Section two

Summary of review and findings

Kingston and St George's University of London (the school) has presented documentation for the approval of return to practice (RtP) programmes with the following routes: nursing in the fields of adult, child, mental health and learning disabilities and midwifery. The existing programme is approved with St. George's, University of London (SGUL) and going forward Kingston University will deliver the programme with all other Kingston University NMC approved pre-registration programmes within the school of nursing and department of midwifery.

Documentary evidence shows the RtP programme is developed in collaboration with practice learning partners (PLPs), students and service users. The programme is structured as one shared module for both nursing and midwifery RtP students at level six with 60 hours taught content organised as ten full taught days for nurses and midwives. It can be delivered twice each academic year. One full day each week for a September cohort (nurses and midwives) and 14 shortened taught study days for a January cohort (nurses only). The programme team confirm the length of the programme is six months and can be extended to twelve months dependant on student need and to enable them to meet proficiencies and programme outcomes.

Returners are expected to undertake a minimum of 150 hours supernumerary practice placement learning to achieve the practice-based requirements and relevant proficiencies for the programme in addition to any practice-based induction. Both academic and practice assessments must be completed and there is no compensation between components. The school has worked with an England return to practice (nursing) group (RtPG) representing 17 approved education institutions (AEIs) to develop an England RtP nursing practice assessment document (RtP nursing PAD). This group has worked strategically to collaborate on practice assessment in response to new NMC standards and publication of new RtP standards. RtPG has adopted a proactive approach to reduce the burden on all staff across practice networks by harmonising procedures and documentation. The RtP nursing PAD includes service users in providing student feedback.

A collaboration of midwifery education and practice providers across England and Northern Ireland has developed a midwifery ongoing record of achievement (MORA). The RtP MORA is a derivative for use with RtP midwife students. The RtP MORA includes feedback from service users and students.

Stakeholders at the visit confirm the programme is collaboratively developed and produced reflecting their shared values and purposes.

The programme does not meet the Standards for nursing and midwifery education (SFNME) at programme level. The programme does not meet the Standards for

student supervision and assessment (SSSA) at programme level.

The programme is recommended to the NMC for approval subject to three specific NMC conditions. One condition is specific to RtP midwifery and two relate to RtP nursing and midwifery. The university made one condition. Visitors made three recommendations.

Updated 11 May 2020:

The AEI has provided documentation to meet the three conditions. The conditions are 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
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must provide documentation for process, identification and mapping of student experience and need for achieving proficiencies to return to, or remain on the register and how this is communicated to practice learning support. (SFNME R3.2; Standard for returning to practice programmes (SRTPP) R1.6, R2.1) (Applies to RtP nursing and midwifery)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The AEI is to confirm all amendments to the MORA/RtP MORA are completed. (SFNME R2.1; SSSA R4.1, SRTPP R2.2, R4.5) (Applies to RtP midwifery)</p> <p>Condition three: The AEI must identify specific profession/field taught content in the curriculum in</p>

	<p>programme documents to meet nursing and/or midwifery proficiencies. (SFNME R2.1; SRTP R2.7, R2.8) (Applies to RtP nursing and midwifery)</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: All documentation must be checked to ensure accuracy and correct presentation. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>23 April 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider strengthening the consistency of support from academics in practice to practice supervisors and practice assessors, to support RtP students in practice. (SFNME R4.4, R4.7; SSSA R1.4; SRTP R3.6)</p> <p>Recommendation two: The AEI is advised to consider including service users in programme management. (SFNME R1.12)</p> <p>Recommendation three: The AEI is advised to strengthen processes for allocating practice learning experiences to RtP students. (SFNME R3.3; SRTP R3.3)</p>
<p>Focused areas for future monitoring:</p>	<p>Practice placement allocation. Student supernumerary status. Service users and carers involvement at programme management level.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

In response to condition one, the AEI has provided an RtP self-assessment of prior learning, experience and needs mapping document and a process containing rigorous mapping against proficiencies for students against their prior learning and time away from the programme. This will provide a transparent and bespoke plan for each nursing or midwifery student to meet their individual needs in terms of specific and number of hours required.

In response to condition two, the all England and Northern Ireland updated RtP MORA is presented alongside a context document listing changes made as a result of the outstanding condition from a previous approval.

In response to condition three, the AEI has updated the student handbook, programme specification and module descriptors. These are amended to indicate profession specific taught content for nursing and midwifery. Application of content themes to each field is made more explicit within the programme. The conditions are met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	11 May 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points <i>Standards for return to practice programmes (NMC, 2019)</i>

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

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

There's documentary evidence of extensive partnerships with PLPs collaborating at strategic and operational levels. The education partnership forum has strategic workforce meetings includes health education England (HEE), PLPs, local care commissioning groups (CCG), local authority representation and service user/carers. These meetings discuss programme practice needs. The forum has oversight of co-production of the curriculum. The forum works to build capacity to support practice learning, manage quality assurance through audits and oversee practice learning placements ensuring compliance with standards. PLPs have processes to manage audits and capacity across the circuit for their areas. PLPs confirm the effectiveness of collaborative working to identify and prepare practice supervisors and practice assessors.

Both midwifery and nursing context documents refer to consultation with maternity and nursing service users and representative organisations for the programme. This is confirmed at the visit by attending service users and PLPs. The service user strategy document is nursing focused, however the midwifery team provide supporting evidence and user/carers at the visit assure us there's strong midwifery and nursing involvement in curriculum delivery and for student recruitment. (Recommendation two)

Service users and carers confirm there is a range of opportunities for sharing learning in the classroom. They are also involved in practice assessment and evaluation through the PAD.

Students tell us there's strong partnerships with the academic staff and they feel supported. Students confirm they're consulted on the new programme. They frequently provide feedback in their current programme which is listened to and acted upon where possible. However, some of the nursing RtP students say they're 'self-starters' and use a lot of initiative in their practice placement. They say there has been some confusion over their supernumerary status in practice. Both nursing and midwifery RtP students discuss how to and who they are be able to access help from if they need to escalate a concern about patient/midwifery care.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 12 March 2020

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Not Met

R1.6 is not met. The programme team say how each returner's previous experience and length of time since previous practice is considered at application and entry point. Students give a mixed picture of how well informed they feel about their advance decision about how much time and support they might need to meet learning outcomes and proficiencies. Student facing documentation to support the student's journey is unclear. This relates to sources of student support and making their options more explicit about how they will be informed, collaborate and negotiate an individualised programme. However, there's no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs. (Condition one)

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. Documentary evidence demonstrates numeracy, literacy, academic, digital and technological literacy sufficient to meet programme outcomes for nursing and midwifery. The programme team and students confirm students are assessed in numeracy skills on entry to the programme.

The AEI offers support to students for developing numeracy and literacy skills. The programme has a formative assessment providing feedback to students on their academic skills. The school has online numeracy resources including medicines

calculation assessment and critical thinking skills toolkit.

PLPs confirm there're well-developed structures enabling students to be orientated to, and updated on, electronic platforms used in practice. Students agree resources and support offered by the programme and wider AEI enable them to develop across all these areas. Both nursing and midwifery students say they're well supported in practice to develop record keeping skills they need.

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 programme team confirm there are no students anticipated to be on the existing programme requiring transfer to the new programme. There are no students on interrupted study. Current RtP students will complete in July 2020.

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.

All students are transferred to the SSSA. All students will have completed their programme by the commencement of the new programme. There are no students on interrupted studies.

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

No

There's no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs.

Outcome

Is the standard met?

Not Met

There's no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs.

Condition one: The AEI must provide documentation for process, identification and mapping of student experience and need for achieving proficiencies to return to or remain on the register and how this is communicated to practice learning support. (SFNME R3.2; SRTPP R1.6, R2.1)

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Condition one: Documentary evidence is submitted of a process to assist AEI staff to provide a transparent programme to meet the bespoke needs of the returning nursing and midwifery students to meet proficiencies.

Evidence:

Kingston University and London St George's (KULSG) RtP nursing or midwifery, self-assessment of prior learning, experience and needs mapping document, 10 May 2020

Condition one is met.

Date condition(s) met: 11 May 2020

Revised outcome after condition(s) met:

Met

Condition one 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

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

No

R2.1 is not met. There's no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs. (Condition one)

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

No

R2.2 is not met. The RtP MORA is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence. (Condition two)

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

Yes

Specialist community and public health nurses (SCPHNs)

No

A RtP route for SCPHNs is not offered on this programme.

Nursing associates

No

A RtP route for nursing associates is not offered on 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.

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

Met

R2.4 is met. Documentary evidence and the approval process demonstrate programme design and delivery supports students effectively to RtP in their intended area of practice.

Students identify their preferred area of practice they wish to return to in their application to the programme. This forms the basis of selecting an appropriate practice learning area for them and to meet programme outcomes and proficiencies. All stakeholders agree implementing the SSSA has developed sufficient experienced and skilled practice assessors and practice supervisors to support RtP students. PLPs confirm they can provide practice placements offering RtP students appropriate opportunities to demonstrate proficiencies and meet programme outcomes.

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

N/A

The proposed programme will not be provided 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

Yes

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

This programme is not designed for SCPHNs to remain or be readmitted onto the register

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

No

The programme is not designed for students to be readmitted to, or remain on, the register as 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

Not Met

R2.7 is not met. The programme team confirm a wide broad range of content for each field of practice. However, the programme specification, module descriptor and timetable provide broad learning outcomes and content areas. These are specific and detailed for adult field but not enough to demonstrate mental health, child and learning disabilities nursing content to provide the knowledge base required for returners who are out of practice for a long period. These include learning activity through simulation opportunities and leads to a condition.

(Condition three)

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 and the approval visit confirm the programme is designed around general and professional content necessary for nurses to return to, or remain on, the register. Content supporting nurses to do this is evident in the timetable and indicative simulation and online resources. An academic assessor and a personal tutor will be allocated to each student with due regard to field of practice.

Students confirm relevant practice experience for their field of practice as their main practice placement. The programme team say students can achieve some of their practice hours visiting other areas to support their learning. This includes opportunities for nurses to learn skills and proficiencies in annexe A and annexe B of the Standards of proficiency for registered nurses.

For midwifery the programme specification and module descriptor provide broad learning outcomes and content areas applicable to midwifery, however these are not specific enough to demonstrate midwifery content will provide the knowledge base required to meet domain six of the NMC 2019 midwifery Standards. For example, the underpinning knowledge to meet outcomes relate to examination of the newborn (NIPE), genomics and complex physical, mental and social conditions. The programme team say RtP midwifery students will join pre-registration student midwives for NIPE and obstetric emergency scenario, but this content is not documented. Where necessary some midwifery proficiencies can be undertaken and practiced in the simulation laboratories. The programme specification and module descriptor are mapped to the Standards RtP programmes and to the Standards for proficiency for midwives. However the learning outcomes listed in programme specification and module descriptor are incompletely mapped. (Condition three)

Both nursing and midwifery RtP students are given online learning opportunities through the virtual learning environment (canvas) and a mass open online course (MOOC) on numeracy, anatomy and physiology, literacy and numeracy and clinicalskills.net.

The RtP programme has five core interdisciplinary days, with extra days for field

specific opportunities and simulation-based learning for nursing and midwifery. Students are supported to learning in numeracy, literacy, including information technology (IT) skills, clinical proficiencies, legal and ethical issues including safeguarding, risk management and leadership. The programme team confirm inter-professional learning is achieved in the classroom through nursing and midwifery groups in addition to the practice setting.

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

Met

R2.9 is met. Documentary evidence and the approval visit show where safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme for nursing and midwifery. The module guide identifies which learning resources are available to students to develop and consolidate their learning in these areas. Students confirm they are given this content in the existing RtP programme. The practice assessment strategy and England RtP nursing PAD and RtP MORA PAD ensure returners will have opportunities to demonstrate proficiencies relevant to their needs and areas of practice.

The timetable in the module guide shows specific taught theory content to update students on mental capacity, consent, safeguarding, information technology skills, interprofessional learning and medicines optimisation. Students comment on these with specific reference to the impact this has in raising their professional understanding.

Midwifery RtP students have shared learning with RtP nursing students in relation to the principles of safeguarding, mental capacity and consent. Taught sessions include midwifery examples. PLPs confirm this is consolidated in practice where RtP students are able to work alongside midwives to gain safeguarding related experiences and are assessed on this as part of practice assessment activity.

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. Learning and teaching strategies are used effectively and proportionately to support learning and assessment. Documentary evidence and the approval visit indicate a variety of learning strategies are used within the programme including clinical skills simulations, online learning activity through canvas as well as classroom and practice learning activities. The programme is designed around a delivery model to prepare students for practice learning placements and then supports ongoing engagement, learning and transfer of knowledge when practice placement learning is underway.

Nursing and midwifery students confirm distance learning resources are accessible remotely and consist of effective, contemporary and flexible materials.

The timetable shows students will attend university for three days initially plus local trust/employer induction before starting practice learning placement and then seven more study days spaced out through placement weeks. This is approximately one day per week for each September cohort. The January cohort will be managed over 14 shortened days and organised as two days per week. Midwifery students are offered the September cohort start only so as to facilitate some shared learning with year three year pre-registration midwifery programme students.

Students learn through online activities, lectures and group work. Students say the programme team are accessible, responsive and supportive. They say module content prepares them effectively to RtP.

The programme team confirm there is effective and proportionate learning and assessment in the RtP nursing and midwifery programme with formative assessment elements in both theory and practice. The latter is through the England RtP nursing PAD and the RtP MORA PAD. The case study assessment allows both nursing and midwifery students to focus on their specific area of practice. Medicines management is assessed summatively in practice and numeracy to support this element is practiced and assessed formatively through canvas. Students confirm one-to-one numeracy support is available to students who require this. Students can access a critical thinking toolkit to improve their academic skills

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. The programme is structured as one shared module for both nursing and midwifery RtP students with 60 hours taught content organised as 10 full taught days for nurses and midwives, delivered one day per week for the September cohort and 14 shortened taught days in the January cohort for nurses only. Midwifery students are asked to attend the September cohort only to enable some shared learning with the pre-registration third year students. The offer of 14 shortened days for the January intake is to offer some flexibility to those students who may find it difficult to do attend full days.

Returners will undertake a minimum of 150 hours supernumerary practice placement in order to achieve the practice-based requirements for the programme. This decision is made at the admission stage of the programme by the academic team when they are identifying returner needs, proficiencies to be achieved and consideration of the field of nursing. For midwives, the time away from practice and proficiencies required to be focused upon are considered in determining practice placement hours.

PLPs say they're often employers of students on RtP programmes and therefore have a shared common interest in the wellbeing and success of students in returning to practice. The programme length is designed to allow all programme outcomes and proficiencies for nursing or midwifery to be achieved, this can be between six to 12 months dependent upon the needs of the student to meet the proficiencies.

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

No

There's no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs.

The RtP MORA is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

There's insufficient curriculum detail on aspects of midwifery content and mental health, child and learning disabilities nursing content. The programme specification

and module descriptor are mapped to the SRTTP and to the Standards for proficiency for midwives. However, the learning outcomes listed in programme specification and module descriptor are incompletely mapped.

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

No

The midwifery RtP MORA is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

Outcome

Is the standard met?

Not Met

There is no specific documentation detailing process applied to identifying proficiencies, determining time in practice, how the programme may be modified to suit individual student need and how, in relation to practice, that information is communicated to or negotiated with PLPs.

Condition one: The AEI must provide documentation for process, identification and mapping of student experience and need for achieving proficiencies to return to or remain on the register and how this is communicated to practice learning support. (SFNME R3.2; SRTTP 1.6, R2.1)

The RtP MORA is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

Condition two: The AEI is to confirm all amendments to the MORA/RtP MORA are completed. (SFNME R2.1; SSSA R4.1, SRTTP R2.2, R4.5) (Applies to RtP midwifery)

There's insufficient curriculum detail on aspects of midwifery content and mental health, child and learning disabilities nursing content. The programme specification and module descriptor are mapped to the SRTTP and to the Standards for proficiency for midwives. However, the learning outcomes listed in programme specification and module descriptor are incompletely mapped.

Condition three: The AEI must identify specific profession/field taught content in the curriculum in programme documents to meet nursing and/or midwifery proficiencies. (SFNME R2.1; SRTTP R2.7, R2.8)

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Condition one: Documentary evidence is submitted of a process to assist AEI staff to provide a transparent programme to meet the bespoke needs of the returning nursing and midwifery students to meet proficiencies.

Evidence:

KULSG RtP nursing or midwifery, self-assessment of prior learning, experience and needs mapping document, 10 May 2020

Condition one is met.

Condition two: The all England and Northern Ireland updated RtP MORA is presented alongside a context document listing changes made as a result of the outstanding condition from a previous approval.

Evidence:

All England and Northern Ireland RtP MORA (revised), undated
All England and Northern Ireland RtP context document, 21 April 2020

Condition two is met.

Condition three: The AEI has updated the student handbook, programme specification and module descriptors. These are amended to indicate the profession specific taught content for nursing and midwifery. The application of content themes to each field is made more explicit within the programme.

Evidence:

Programme specification version two, 21 April 2020
Student handbook version two, 21 April 2020

Condition three is met.

Date condition(s) met: 11 May 2020

Revised outcome after condition(s) met:

Met

Conditions one, two and three are 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. PLPs and the programme team confirm at the approval visit they

collaborate to provide learning opportunities which are sufficient to deliver safe and effective care for nurses to return to or remain on the register in their intended area of practice. These learning opportunities are for an appropriate range of people. PLPs say the programme fits with their workforce development strategy. There're processes to audit practice learning environments with joint responsibility for approving and suspending practice learning areas if required. This can be for reasons of capacity, public safety and protection.

Some RtP nursing students say they sometimes do not feel supernumerary in practice. They say practice learning staff sometimes question their role as a student. This is not a consistent view with all students.

Nursing and midwifery students confirm they complete practice evaluations. All student evaluations are considered at meetings with the school and PLP representation. Students know how to escalate concerns about care and where to get support to do this.

The programme team and PLPs have developed an approach to programme delivery for students who are already employed in another health care capacity in an organisation and who wish to return to practice and for students who are direct entry to the programme. There's a robust approach to information sharing with PLPs around safeguarding and fitness to practice for students. Student facing documents and practice assessment documentation informs practice supervisors, practice assessors and students on processes for fitness to practice and escalating concerns.

For midwifery, evidence submitted, and the approval process demonstrate there are practice learning opportunities for RtP students to deliver safe and effective care. There's ongoing stakeholder support for this and consultation on programme development.

There's appropriate shared governance and monitoring of the programme. PLPs commit to implementing the SSSA to deliver safe and effective care, including preparing practice supervisors and practice assessors to support learning and assessment in practice. The one midwifery student present at the visit is positive about the programme and support they receives from the school and PLP. RtP midwifery students give feedback on their programme and practice learning and say how their comments influence changes to the midwifery programme.

The programme team and PLPs confirm nursing and midwifery RtP students will only be allocated to an audited practice placement area, however it is possible for students to access non-audited but linked areas to visit whilst on placement, this can be arranged with their practice supervisor as appropriate.

Midwifery students have honorary contracts as they may gain practice experience in any maternity unit, which may include units outside their PLP. Students can only gain practice experience in units which are audited and meet the criteria for the

provision of pre-registration midwifery programmes. This is checked by the midwifery programme lead for each RtP midwife. Regardless of practice location, midwifery RtP students can identify any issue to the academic team and a member of the academic team liaises with every PLP on a one-to-one basis to provide support to students, practice supervisors and practice assessors. If needed students can be removed from a practice location and the midwifery team will then assist in finding an alternative placement.

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 approval visit and documentary evidence shows practice supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet the communication and relationship management skills, procedures and proficiencies in their intended area of practice. There are a variety of practice learning placements to facilitate student learning in communication and relationship management suitable to each field of nursing practice. Communication and management skills are mapped and recorded in the England RtP nursing PAD and the RtP MORA PAD for midwives.

Stakeholders are complimentary about RtP nursing and midwifery students' confidence as they develop their communication and management skills and progress. All students tell us they feel they develop confidence as they progress and have opportunities to practice some skills through simulation-based learning.

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. Documentary evidence and the approval visit demonstrates practice supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet proficiencies. There are

sufficient practice learning areas for each field of practice and to provide a range of settings where students can meet the holistic needs of people. Students confirm there's appropriate practice learning to meet the holistic needs of people.

Practice placements are allocated collaboratively between the AEI placement team and the PLP offering a practice placement. The programme team and PLPs tell us practice placements selected meet student need. When one RtP nursing student moved house, they found their practice placement too far to travel and their practice placement was changed by the AEI. RtP nursing students tell us they are not always clear how a placement area is selected for them and how it helps them in achieving necessary proficiencies. RtP midwifery students identify their own maternity service for practice placements, although the academic team may support them with this for local PLPs. (Recommendation three)

The AEI placement team track RtP nursing student placements and capacity. PLPs keep a record of current practice assessors. Practice assessors are allocated to each student by the practice team in the practice area. For nursing and midwifery, the relevant practice assessment document records practice experiences and learning including feedback from service users and other allied health professionals.

All midwives must provide evidence of an honorary contract at application. This is an additional challenge for potential students but does provide wider placement opportunities. Practice placement can be in any host midwifery organisation or maternity unit currently providing practice placements for pre-registration midwifery students. The midwifery programme lead confirms the suitability of a proposed practice placement to provide the range of experiences required for students to meet the holistic needs of people. Academic support in practice for students and practice learning staff is provided by members of the midwifery academic team.

The midwifery academic team, PLPs and the midwifery RtP student say most midwifery practice is now organised as caseload teams so cover all areas of midwifery practice. RtP midwifery students develop their technological skills by negotiating practice experiences at the initial meeting and this can be reviewed. Where the maternity service is not an organised in team, rotation through areas, such as labour ward, ante/postnatal care wards, community and neonatal unit is negotiated in advance and monitored by the student and a member of the midwifery academic team.

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 tell us the school uses technology enhanced and simulation-based learning opportunities to support their learning. Technology enhanced and simulation-based learning is used effectively and proportionately in the programme. Technology enhanced and simulation-based learning opportunities are reflected in programme documents outlining the design and delivery of the programme. The programme team acknowledge some students may need additional support around using technology including in practice learning. The school uses a VLE and students can access a MOOC prior to programme induction which includes library and technology support. Students confirm extensive support services around all aspects of learning. PLPs say they have simulation-based learning resources that students access in practice. Students develop their technology skills by using technology enhanced equipment for example, recording patient observations, medicine management and communication systems for patient records. They can access individual Trust policies and procedures electronically.

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.

Met

R3.5 is met. PLPs and the programme team confirm students will be supernumerary throughout practice placement and describe robust procedures to ensure supernumerary status is maintained. Some students say they are met by confusion in the practice learning environment as to their supernumerary status. Not all practice learning staff understand students are supernumerary.
(Recommendation one)

There's documentary evidence the AEI and PLPs have policies and processes to take into account individual needs, personal circumstances and reasonable adjustments. Students tell us travel time and caring responsibilities are considered when allocating practice learning areas. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students say they're supported by the university and by practice placement teams for a wide range of needs.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 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 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.

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. Documentary evidence and the approval visit confirms the programme complies with the SFNME. There are policies, processes and partnership agreements between the school and PLPs ensuring support, supervision, learning and assessment is sufficient to resource the programme at strategic and operational levels. Students tell us they are supported and supervised in their learning environments. Documentary evidence confirms appropriate support and supervision is provided.

Both nursing and midwifery students understand the scope of their practice, adhere to The Code and understand they must obtain consent from service users

to be able to care for them. The programme team confirm an external examiner is appointed for the programme.

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. Documentary evidence and the approval process assure us student support, supervision, learning and assessment meet the SSSA. PLPs are using an England RtP nursing PAD and midwives are using the RtP MORA. Both contain information on practice supervisors and practice assessor. There's agreed preparation for practice learning staff for their roles as practice supervisors and registered nurses/midwives as practice assessors. Preparation will include specific reference to RtP students and their learning needs. Support for practice supervisors and practice assessors is through the academic zone lead and link lecturers from the school and practice learning facilitators in PLP organisations. PLPs maintain a database as a live record of practice supervisors and practice assessors. The AEI and PLPs provide a programme of update sessions for registered nurses and midwives to be academic assessors and academic assessors confirm this role is considered in their workload. Both nursing and midwifery PADs provide the process and frequency of meetings between student, practice assessor and academic assessor in confirming progression with summative assessment taking place at a tripartite meeting.

In addition to the academic assessor each practice placement area has a link lecturer from the AEI who can support practice assessors and practice supervisors in their role. NHS PLPs employ practice education facilitators to offer support to practice supervisors and practice assessors for nursing and midwifery students. Private, independent and voluntary organisations where RtP students can be placed are supported by academic link lecturers and the academic zone lead.

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. The programme is designed to provide regular feedback during both theory and practice using a variety of face-to-face, online and written feedback/feed forward support for assessment activity.

The programme structure acknowledges RtP students often have different learning needs from pre-registration nursing and midwifery students and this is reflected in the support students are offered and receive through flexible, online and distance learning approaches. There is a formative profession specific academic assessment (a presentation) and a summative academic assessment (case study) where students receive feedback on their communications skills as well as academic attainment.

Practice assessment is structured around initial, mid-point and final interviews with feedback provided by the practice assessor and practice supervisors. Practice supervisors contribute to student feedback and do this through the RtP nursing PAD or RtP MORA PAD. Students on the current RtP programme say they receive verbal and written feedback to help them progress. This feedback is relevant, developmental and timely.

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

Not Met

R4.5 is not met. The module guide and RtP nursing PAD are mapped to the Standards of proficiency for registered nurses and programme outcomes for the SRTTP. Students who are successful in academic and practice assessment will meet the required standards. This is confirmed by the programme team in discussion at the approval visit. The RtP nursing PAD will record student achievement in practice for the required proficiencies. Programme outcomes are assessed through formative and summative assessment. PLPs and students say the programme prepares them for readmission to, or remaining on, the register. The assessment strategy, module guide and practice assessors and practice supervisor handbook make clear arrangements for failure, reassessment and retrieval of learning.

The midwifery RtP MORA is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence. (Condition two)

Midwifery RtP students who are successful in academic and practice assessment will meet the required Standards. This is confirmed in discussions with stakeholders at the approval visit. Programme outcomes are assessed through formative and summative assessment. PLPs and the student in attendance at the visit say the programme prepares RtP midwives for readmission to, or remaining on, the register. The assessment strategy, module guide, student handbook and practice assessors and practice supervisor handbook make clear arrangements for failure, reassessment and retrieval of learning.

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 is met. RtP nursing students are able to meet proficiencies and skills around communication and relationship management skills and procedures through the England RtP nursing PAD. Midwifery students are able to meet communication and relationship management skills and procedures through the RtP MORA PAD. Programme documents and the programme team at the approval event confirm midwifery and nursing RtP students are assessed and supervised in these areas.

The AEI and PLPs say there's sufficient capacity in practice placements and practice learning staff with experience of RtP students to ensure students can meet communication and relationship management skills and procedures.

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

Met

R4.7 is met. Programme documentation and the approval process confirm robust arrangements for learning and assessment in theory and practice which supports

students to be readmitted to, or remain on, the register. Students will have a needs assessment on entry to the programme and in negotiation with the programme team and PLPs be supported to achieve programme outcomes and proficiencies. There are processes to help practice learning staff support students in practice. The academic assessor will meet with each student and their practice assessor towards the end of the programme to confirm achievement of proficiencies in practice. All students say the programme prepares them for readmission 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

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. Documentary evidence and the approval visit provides assurance of student ability to give safe and effective care suitable for readmission to, or remain on, the register. Stakeholders are confident the programme prepares students to be safe and effective nurses or midwives who they can employ. Programme content places emphasis on public safety and protection. Practice learning provides suitable experiences for students to learn and practice skills and procedures to meet the Standards of proficiency for nurses or the Standards of proficiency for midwives and RtP programme outcomes. These are assessed and recorded through the RtP MORA PAD and the England RtP nursing PAD. Lessons learned from supporting RtP students informs how PLPs and the programme team support students to provide safe and effective care.

The programme team and PLPs confirm all practice learning placements are audited and programme documentation informs students of escalating concerns and fitness to practice.

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

No

The midwifery RtP MORA PAD is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

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

No

The midwifery RtP MORA PAD is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

Outcome

Is the standard met?

Not Met

The midwifery RtP MORA PAD is a derivative of the England and Northern Ireland MORA. The England and Northern Ireland MORA has a condition of approval in place from another approval visit and required changes must be applied to the RtP MORA in consequence.

Condition two: The AEI is to confirm all amendments to the MORA/RtP MORA are completed. (SFNME R2.1; SSSA R4.1, SRTPP R2.2, R4.5) (Applies to RtP midwifery)

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Condition two: The all England and Northern Ireland updated RtP MORA is presented alongside a context document listing changes made as a result of the outstanding condition from a previous approval.

Evidence:

All England and Northern Ireland RtP MORA (revised), undated
All England and Northern Ireland RtP context document, 21 April 2020

Condition two is met.

Date condition(s) met: 11 May 2020

Revised outcome after condition(s) met:

Met

Condition two is 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 Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: *12 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify route RtP Midwifery RtP Nursing: adult, child, mental health, learning disabilities fields	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	Yes
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	Yes
SCPHN	No
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: RtP Midwifery RtP Nursing: adult, child, mental health, learning disabilities	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	Yes
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	Yes
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Example time table, undated	
Post visit evidence: KULSG RtP nursing or midwifery, self-assessment of prior learning, experience and needs mapping document, 10 May 2020 All England and Northern Ireland RtP MORA (revised), undated All England and Northern Ireland RtP context document, 21 April 2020 Programme specification version two, 21 April 2020 Student handbook version two, 21 April 2020	
If you stated no above, please provide the reason and mitigation	
There are no routes for RtP SCPHN or nursing associate.	
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: Current RtP students: Midwifery x one Nursing: adult field x two, mental health field x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

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 Not required for this visit.	
Additional comments:	

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Issue record

Final Report

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