Programme approval visit report

Section one

Programme provider name:	City University London School of Health Sciences
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Barnet, Enfield and Haringey Mental Health NHS Trust Barts Health NHS trust Camden and Islington NHS Foundation Trust East London NHS Foundation Trust Homerton University Hospital NHS Foundation Trust North Middlesex University Hospital NHS Trust Royal Free London NHS Foundation Trust Royal National Orthopaedic Hospital NHS Trust University College London Hospitals NHS Foundation Trust Whittington Health NHS Trust Private, voluntary and independent health care providers
Programme(s) reviewed: Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice (Nursing) Programme start date: 14 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Return to Practice - Nursing Child Title of programme: Return to Practice (Nursing) Programme start date: 14 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Return to Practice - Nursing Mental Health Title of programme: Return to Practice (Nursing) Programme start date: 14 September 2020	

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

Programme: Return to Practice - SCPHN
Title of programme: Return to Practice (Nursing)
Programme start date: 14 September 2020

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

Date of approval	30 April 2020
QA visitor(s):	Registrant Visitor: Tony Bottiglieri

Summary of review and findings
The school of health sciences, City, University of London (UoL) presented programme documentation for approval of a return to practice (RtP) in nursing programme in the following fields: mental health, child and adult, and for those seeking re-registration in specialist community public health nursing (SCPHN). UoL is an established provider of nursing programmes. The programme design makes clear the RtP programme enables students to return to the selected fields of practice. The programme has one module at 30 credits at level six (degree) with practice placement to support the achievement of practice proficiencies for Nursing and Midwifery Council (NMC) registration. SCPHN students are required to attend an additional 50 days practice within their selected route (public health routes).

The approval visit was undertaken at a distance.

The programme is proposed for delivery from September 2020.

The NMC Future nurse: Standards of proficiency for registered nurses (NMC, 2018); RtP standards (RtPS) (NMC, 2019), Standards for RtP programmes (SRtPP) (NMC, 2019), Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004) and Standards for specialist education and practice (NMC, 2001), are clearly addressed within the programme.

The approval process demonstrates robust and effective partnership working with practice learning partners (PLPs) and service users and carers (SUCs). UoL, in partnership with PLPs, has an established range of processes and mechanisms to support students undertaking both theory and practice based studies. Quality assurance mechanisms are robust and provide timely opportunities to ensure the programme continues to be fit for purpose. There's clear evidence that PLPs and SUCs contribute to the recruitment and delivery of the programme. UoL, in partnership with PLPs, has adopted the England practice assessment document (PAD) for RtP nursing programmes. UoL, in partnership with PLPs, has a robust and effective process for preparing practice supervisors (PSs), practice assessors (PAs), and academic assessors (AAs) to be fully conversant with their roles and responsibilities in implementing the Standards for student supervision and assessment (SSSA) (NMC, 2018).

UoL, in partnership with PLPs, confirm that any issues which arise from Care Quality Commission or other exceptional reporting processes which impact on the practice learning environment are managed through a systematic partnership process.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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The SSSA (NMC, 2018) are met at programme level.

The programme is recommended for approval to the NMC subject to one condition. There are two recommendations.

Updated 1 June 2020:

Evidence was provided to meet the one condition. The condition and related standards/requirements 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:** None identified **Practice learning:** Condition one: The school is required to confirm the supernumerary status of all students. (SRtPP R3.6) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	1 June 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider strengthening service user involvement in the programme including the recruitment and selection process. (SFNME R1.12, R2.7) Recommendation two: The programme team are

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	advised to make clear within the programme handbook, academic membership of the module team available to support students undertaking the programme. (SFNME R3.2, SRtPP R4.1)
Focused areas for future monitoring:	Service user involvement with student selection. Supernumerary status of students in practice.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
The AEI provided documentary evidence which included a revised programme handbook, module specification and RtP nursing PAD which confirms all students are supernumerary whilst undertaking the programme. Condition one is now 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:	1 June 2020

Section three

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)*

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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

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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 appropriateStandard 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

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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 shows robust partnership working with all stakeholders, including students, SUCs and PLPs, in the development, delivery and evaluation of the programme at a strategic and operational level.

Students provided us with examples of how programme student evaluations have been used to inform the current module. Mechanisms are in place within theory and practice learning to enable stakeholders to provide timely feedback to students, which are monitored through programme committees which have stakeholder membership. PLPs told us that the quality enhancement processes ensure that evaluation and feedback is robust, recorded and actioned. Students told us of a number of issues that have been satisfactorily addressed by the programme team. The educational philosophy of the programme encourages students to actively engage in their learning. Processes are in place to ensure stakeholders are supported to effectively engage in the student's learning and informed by the needs of the programme outcomes and the student's individual learning and pastoral needs.

SUCs told us of their involvement with the UoL and of specific engagement with the RtP programme including the recruitment process and facilitating carer perspective discussions with students. The programme team promotes SUC engagement and coordinates their involvement across programme delivery. This involvement includes experts by experience that told us of their involvement with research projects and sharing their experiences and expertise with students across nursing and other health related programmes. SUCs told us of their involvement with practice assessment. Contribution to face to face aspects of the recruitment process is however limited to submitting questions to the recruitment and selection panels, and the programme team are advised to consider strengthening this. (Recommendation one)

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PLPs told us of their involvement with module content design and the work undertaken to implement the SSSA (NMC, 2018) and the use of the RtP PAD. PLPs confirm they were represented during the development of the programme and the delivery of SSSA (NMC, 2018). PLPs told us of their involvement with the pan-London practice learning group (PLPLG) which created several of the training materials used within the practice learning environments (PLEs) to support the implementation of the SSSA (NMC, 2018). UoL, in partnership with PLPs, ensure oversight for practice supervision and assessment which adhere to SSSA (NMC, 2018). There are robust communication processes in place which ensure joint agreement on the monitoring of student progress, providing PSs with sufficient opportunities to engage with PAs and AAs. PLPs described the robust structure of the link lecturer roles undertaken by the RtP programme team which was responsive in supporting PSs, PAs and students as they progress through the programme.

Students told us of the effective use of online learning provision made available through the UoL with ease of access enhanced by the PLPs. Students told us of the practice-based opportunities to assist students to develop the skills and knowledge to meet people's diverse needs across the lifespan. Students confirm that a hub and spoke approach is used to help students experience multi-professional delivery of care where this isn't accommodated within the student's host placement area. Examination of the myriad of health professional roles is evidenced within the RtP academic module and signposted for assessment within both theory and practice outcomes.

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

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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

Yes

R1.2.4 can demonstrate they meet NMC <u>English language requirements</u>

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 <u>health and character guidance</u>. 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

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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

R1.6 is met. Documentary evidence and confirmation at the approval visit provide assurance that a student's prior learning and experiences are factored for in determining the practice hours required for completion of the RtPS (NMC, 2019). Students told us of the process used to achieve the programme outcomes and proficiencies in both theory and practice settings. The school utilise a training needs analysis format for each student so that prior learning is identified as part of the recruitment and selection process.

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. Programme documentary evidence demonstrates, in both theory and practice learning, that numeracy, literacy, digital and technological literacy meet programme outcomes. Students told us they're required to demonstrate their numeracy and literacy skills at the point of selection. They also told us of the support services available which assist them in achieving the required numeracy, literacy, digital and technological literacy proficiencies to meet programme outcomes. Programme documentation and confirmation at the approval visit assures us that there are robust student support mechanisms available which students are signposted to if additional learning needs are identified as part of the training needs analysis.

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 at the approval visit that current RtP students will not be transferred 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.

Programme documentation confirms the existence and application of the SSSA standards and incumbent roles of PA, PS and AA. Documentary evidence shows that existing RtP students have been transferred to the SSSA requirements. Students told us they'd been advised of the changes to the mentoring process and informed and prepared for the new roles and responsibilities of PAs, PS and AA. This had included presentations by the programme team and guidance provided by programme documentation.

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

Yes

Outcome
Is the standard met? *Met* **Date: *30 April 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 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

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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 <u>Standards framework for nursing and midwifery education</u>

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

UoL aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

Yes

Nursing associates

No

UoL aren't seeking approval of this route.

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. Programme documentation and confirmation at the approval visit clarifies the amount of minimum practice hours to be achieved by RtP students, dependant on length of registration lapse. Module length and content is mapped against programme outcomes to enable 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

N/A

Programme evidence confirms that UoL doesn't deliver this programme 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

UoL aren't seeking approval of this route.

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

Yes

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

No

UoL aren't seeking approval of this route.

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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. Programme documentary evidence confirms programme content enables students to meet the required programme outcomes for nursing practice in mental health, children and adult nursing. Students are required to complete a 30-credit degree level module and practice assessment which ensures programme proficiencies and outcomes are achieved. The UoL aren't seeking approval for the learning disability nursing route.

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

Met

R2.8 is met. Programme documentation and discussions at the approval visit evidence that general and professional content necessary to confirm relevant standards of proficiency and programme outcomes for each part of the register are met. The programme team present programme content mapped to the proficiencies for nursing and SCPHN outcomes. PLPs including PAs, and PSs, confirm the PAD maps proficiencies to the practice assessment outcomes for all routes and appear as outcomes within the PAD.

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. Evidence in programme documentation shows that aspects related to safeguarding, consent, pharmacology and medicines administration and

optimisation are addressed within the RtP PAD. Students told us that these are also supported within the academic module, delivered through discussion groups, and PowerPoint presentations in the classroom with additional materials supplemented through the UoL Moodle digital learning platform.

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. Evidence in the programme handbook and discussions with the programme team, students and PLPs, confirm the use of a wide range of appropriate learning and teaching strategies to deliver this programme. Students told us that the learning and teaching methods were suitable and effective for module content delivery and in helping them to prepare for programme assessments in both theory and practice. PLPs told us that the PLEs were suitably resourced to enable students to utilise the UoL's online learning platform which provided students, PSs and PAs with teaching and learning materials to enhance theory and practice 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.

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

Met

R2.11 is met. Programme documentation and confirmation at the approval visit assures us the proposed programme length is appropriate to support students to achieve the programme outcomes. Students told us that module content is delivered through a blend of face to face and online learning, and supported by PLPs. Practice hours are determined by the amount of hours the student is required to achieve. A sliding scale of hours to be achieved is demonstrated and confirms an effective method of ensuring that students achieve the required hours for practice and programme outcomes. PLPs told us they feel this to be an efficient mechanism which enables them to focus on the hours required to assist the student in achieving the practice proficiencies required for re-registration.

Assurance is provided that Gateway 1: Standards framework for nursing and

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midwifery education relevant to practice learning are met

Yes

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? *Met* Date: *30 April 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 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. Programme documentation provides evidence of how placement allocation and support is managed. The PLPs told us that students are allocated to practice learning opportunities which enable them to develop the practice proficiencies and knowledge required to deliver safe and effective care in their intended area of practice to a diverse range of people. Students told us of the opportunities available to them in practice settings using a hub and spoke method to support them to work with patients and service users with diverse needs. The programme team told us, confirmed by students and PLPs, that students are exposed to a variety of appropriate PLEs to meet the Standards of proficiency for registered nurses (NMC, 2018). PLPs and students told us that practice placement allocations are based on the intended area of practice they seek re-registration in.

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. Programme documentation provides evidence of how practice learning opportunities support students to develop communication and relationship management skills and procedures within their intended area of practice as set out

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in the Standards of proficiency for registered nurses (NMC, 2018). Evidence within the RtP PAD confirms that annexe A and B skills of the Standards have been mapped as outcomes to be achieved. Students told us that they're assigned to a PA and PS during the orientation week of the programme. PLPs confirm this. Students confirm that, following this, they're allocated to a small team within the PLE to implement care under supervision to develop communication and relationship management skills for practice and to practice nursing procedures. Students confirm that this includes developing skills in leading, managing and coordinating care for a group of patients, and is assessed through the delivery of an episode of care within the PAD.

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. Programme documentation provides evidence of how practice learning opportunities support students to develop the skills and knowledge to meet the holistic needs of people within their intended area of practice. Students told us that they're assigned to a PA and PS during the orientation week of the programme. PLPs confirm this. Students confirm that, following this, they're allocated to a small team within the PLE to implement care under supervision to develop the nursing skills to meet the holistic needs of people. PAs and students told us this is mapped within the PAD and is identified within the assessment of an episode of care to people within their intended area of practice. PLPs told us that students are provided with opportunities to experience care of patients and service users in a variety of different settings, including child, mental health and learning disability care settings. Students confirm this during the approval visit.

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. Programme documentation and discussion at the approval visit confirm that the programme utilises simulation and technology-based learning opportunities in both theory and practice settings and are used effectively and

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proportionally to support learning and assessment. Students and PLPs told us that students undertake simulated learning activities within the practice setting. Some simulation-based learning is linked to mandatory training requirements, while some underpins the patient and service user observation tools including the use of personal protective equipment, electrocardiogram, automated external defibrillators and national early warning scores version two. Students told us that the university digital learning and teaching platform is an effective platform which is easy to access and easy to navigate.

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. Programme documentation and discussion with stakeholders at the approval visit confirms a robust process is in place which supports the students learning needs. This sits within the learning success service which incorporates disability support, neuro-diversity support and mental health services. Reasonable adjustments are applied to both theory and practice settings; examples were provided by PLPs and students during the approval visit.

R3.6 ensure that students are supernumerary

No

R3.6 is not met. Programme documentation states that students, regardless of route and employment status, are supernumerary for the duration of the programme. However, students told us that this isn't always the case, and they were unclear whether they're entitled to be supernumerary in the practice setting. At times they're factored as part of the staffing levels within the PLE. As a result, a condition is applied. (Condition one)

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

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?
Not Met
The programme team are required to provide evidence that students on the programme have protected supernumerary status. Their learning must be supported in practice and in the workplace without being counted as part of the staffing level required to provide safe and effective care. This will be evidenced through the programme (student) handbook and module (programme) specification.
Condition one: The school is required to confirm the supernumerary status of all students. (SRtPP R3.6)
Date: *30 April 2020*

Post Event Review

Identify how the condition is met:
Condition one: The AEI provided documentary evidence which included a revised programme handbook, module specification and RtP nursing PAD which confirms all students are supernumerary whilst undertaking the programme.
Condition one is now met.
Evidence:
RtP (nursing) module specification, 22 May 2020
Programme handbook RtP, May 2020
England RtP nursing PAD, May 2020

Date condition(s) met: 1 June 2020
Revised outcome after condition(s) met:
Met
Condition one is now met.

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. Programme documentation describes how student support, supervision, learning and assessment provided complies with the SFNME (NMC, 2018). There could however be enhanced clarity in who from the academic team is available to support students undertaking the programme. (Recommendation two)

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. Programme documentation provides evidence of how the RtP programme complies with the SSSA (NMC, 2018). Students and PLPs told us of the robust partnership working with UoL to ensure PAs, PSs and AAs are prepared for their roles. Students told us that they're allocated to PAs on commencement of the programme and supported by PSs. Students told us that they meet with PAs at regular intervals to ensure proficiencies are monitored and assessed in a timely manner. They also told us of the effective use of learning logs and action plans to help direct practice learning which is shared with AAs, PSs and PAs.

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. Programme documentation confirms the use of several teaching, learning and assessment strategies which provide students with feedback throughout the programme. Students told us of the use of formative assessment support during the delivery of the academic module, including the use of group work and peer feedback on draft theoretical assessment work within the classroom setting. Students told us of the opportunities to meet with personal tutors who are allocated based on intended field of practice. They also told us of responsive support for academic writing and literature searching skills, particularly where draft essay submissions identify gaps in the application of primary evidence.

PAs and students told us of the formative feedback mechanism in place within the PLE, used to construct action plans if required. Students told us that feedback was timely and effective in both the development of theoretical knowledge and practice proficiencies.

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 programme documentary evidence which confirms that students meet the required standards of proficiency and programme outcomes to be readmitted to, or remain on, the NMC register.

Module programme outcomes are mapped to the student's intended practice field outcomes. The PAD confirms that students achieve the required practice proficiencies in their intended practice field.

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. Programme documentary evidence shows how the RtP programme ensures students are able to meet the communication and relationship management skills and procedures. The programme team and PLPs told us that students undertaking the programme come to the programme with a vast variety of skills in communication and leadership from previous experiences. Opportunities to further develop these skills are enhanced and encouraged through the delivery of module content and within the PLEs. Students and PLPs told us that students are required to develop essential nursing skills including communication with people with diverse needs. Students are required to manage a group of patients to ensure care delivery is patient centred and holistic.

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 discussion with stakeholders at the approval visit assures us that students undertake theory and practice assessments to confirm proficiency in preparation for being readmitted to, or remaining on, NMC

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. Programme documentation and discussion with stakeholders at the approval visit assures us that students undertake practice assessments which confirm they deliver safe and effective practice and are suitable to be readmitted to, or remain on, the NMC 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? *Met* **Date: *30 April 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 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

No

UoL aren't seeking approval for this route.

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:** *30 April 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 nursing; adult; child; mental health SCPHN	
Student facing documentation including: programme handbookPlease specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
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	Yes
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: RtP nursing; adult; child; mental health SCPHN	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
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	Yes
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Post visit documentation: RtP (nursing) module specification, 22 May 2020 Programme handbook RtP, May 2020 England RtP nursing PAD, May 2020	
If you stated no above, please provide the reason and mitigation UoL aren't seeking approval of the following routes: learning disability nursing; nursing associate; midwifery.	
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: RtP programme: one x student: cohort March 2019 RtP programme: one x student: cohort September 2019 RtP programme: two x students: cohort November 2019	
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 learningVirtual 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 This is an established AEI and visits to facilities were not needed.	
Additional comments:	

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Issue record			
Final Report			
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Submitted by	Amy Young	Date	26 June 2020
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