Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Edge Hill University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Bridgewater Community Healthcare NHS Foundation Trust Alder Hey Children's NHS Foundation Trust Mersey Care NHS Trust Lancashire Care NHS Foundation Trust North West Ambulance Service NHS Trust Cheshire and Wirral Partnership NHS Foundation Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust East Lancashire Hospitals NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Lancashire Teaching Hospitals NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust Liverpool Community Health NHS Trust Wrightington, Wigan and Leigh NHS Foundation Trust Liverpool Heart and Chest Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Bolton NHS Foundation Trust Aintree University Hospital NHS Foundation Trust The Walton Centre NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - Nursing Learning Disabilities
Title of programme: Return to Practice
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - Nursing Associate
Title of programme: Return to Practice
Programme start date: 14 September 2020

Academic level(s): England, Wales, Northern Ireland: Level 5	
Date of approval	5 March 2020
QA visitor(s):	Registrant Visitor: Elizabeth Mason

Summary of review and findings
Edge Hill University (EHU) is an established approved education institution (AEI) and hosts the faculty of health, social care and medicine (the faculty). The faculty has presented documentation for approval by the Nursing and Midwifery Council (NMC) for a return to practice (RtP) programme in adult, learning disabilities, mental health and child nursing fields and for nursing associates. The programme is developed to meet the NMC Standards for return to practice programmes (SRtPP) (NMC, 2019). The minimum length of the return to practice programmes (RtPP) is 17 weeks and students must complete by week 40. Students are provided with a student journey planner to indicate the points at which they may submit summative assessments for completion.

The faculty demonstrates collaboration with practice learning partners (PLPs) through the Cheshire and Merseyside consortium board (the consortium). Documentation relating to the consortium and the director of nursing forum demonstrates effective partnership working and collaboration to ensure the quality of practice placement learning (PPL). There is evidence of strategic approach to managing placement capacity and providing oversight of the quality of PPL. Further partnership working is demonstrated by the Cheshire and Merseyside curriculum and validation group. This group supported the development of nursing curricula across the four AEIs in the consortium.

Programme documentation demonstrates evidence of effective partnerships between EHU and PLPs in the development of the RtPP. The faculty has collaborated in developing the England practice assessment document (PAD) for return to practice nursing programmes (RtP PAD) with the involvement of health education England (HEE). The England RtP nursing PAD is submitted with the programme for approval. The programme team tell us of ongoing plans for the RtP England network to provide quarterly meetings, learning and a regional north west AEI RtP group meeting for quality assurance, dissemination of good practice and shared learning. PPL for the RtP route for nursing associates is supported by the all England nursing associate practice assessment document (NAPAD).

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

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions and five AEI conditions. The university made two recommendations.

Updated 20 May 2020:

Evidence is provided to confirm the changes required to meet the two NMC conditions have been made.

Evidence is provided to confirm the five university conditions are met.

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

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: The AEI must demonstrate a robust process for determining and evidencing students' prior learning and experience in relation to the relevant standards of proficiency for registered nurses and nursing associates, programme outcomes and the students intended scope of practice upon readmission. This must provide evidence for the proficiencies claimed as met during the tripartite meeting. (SFNME R2.2 R2.8, R2.11; SRtPP R1.6) **Practice learning:** Condition two: The AEI must provide evidence of processes to demonstrate how practice learning opportunities for bespoke student experiences will confirm students can deliver safe, holistic and effective care in the intended area of practice to a diverse range of people. (SFNME R3.5, R3.6; SSSA, R1.3, R1.8; SRtPP R3.1, R3.3) **Assessment, fitness for practice and award:** None identified

	Education governance: management and quality assurance: Condition three: External examiner feedback requested for programme development must be submitted. (University condition) Condition four: Editing and proof reading corrections to all programme documents to include; correct all typographical errors; remove all reference to midwifery; correct the total of teaching hours; and insert the correct NMC references for the Standards, the full titles for the NMC Code, including web page titles. (University condition) Condition five: Teaching, learning and assessment documents must refer to nursing associate and nursing. (University condition) Condition six: Reword learning outcome two to in NUR2011 to 'examine and analyse a range of evidence which informs patient care'. (University condition) Condition seven: The programme team are to add the student journey diagram and programme planner to section four of the RtP handbook. (University condition)
Date condition(s) to be met:	30 April 2020
Recommendations to enhance the programme delivery:	Recommendation one: Review learning resources and update resources to publications within the previous five years. (University recommendation) Recommendation two: The summative assessment document should indicate the RtP PAD for registered nurses and the RtP NAPAD for nursing associates is the final assessment. (University recommendation)
Focused areas for future monitoring:	Processes for determining proficiency during the initial tripartite meeting and how the outcome of this is demonstrated in the student's portfolio of evidence. Planned development of service users and carers

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

	into the delivery, assessment and evaluation of the RtP programme.

Nursing & Midwifery Council

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

MOTT MACDONALD

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Evidence is provided that the changes to the RtP documents required to meet the two conditions has been made.

Condition one: The amended documents to support the initial tripartite meeting between the RtP student, the academic and practice assessor demonstrates a process to determine and record a students' prior learning and experience in relation to standards of proficiency for registered nurses and nursing associates and the students intended scope of practice upon readmission. Condition one is now met.

Condition two: The amended documents provides evidence of the processes to assure how practice learning opportunities within the bespoke RtP student experiences will ensure students can deliver safe, holistic and effective care in the intended area of practice to a diverse range of people. Condition two is now met.

Evidence is provided to confirm the five university conditions are met.

The SFNME is now met.
The SSSA are now met.
The SRtPP are 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:	21 May 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)* *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 <u>Standards for student supervision and assessment</u>

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

Documentary analysis and discussions at the approval visit confirm effective partnership working between the AEI, PLPs, service users and students. Documentary evidence and the approval visit confirm PLPs associated with EHU have service level agreements detailing their responsibilities in the provision of

practice learning experiences and support for students. Strategic meetings are held regularly between EHU and PLPs to address any significant issues affecting practice learning settings.

During the approval visit PLPs tell us they participated in the development of the RtP programme and the England RtP nursing PAD. There is strong evidence of partnership working with PLPs and other AEIs through participation in regional meetings to review the quality of PPL, placement capacity and there is a collaborative working for the practice education facilitator (PEF) and clinical link tutor role for shared practice learning areas. This is also demonstrated in the joint working between AEIs to develop the England RtP nursing PAD.

Documentation and the approval process demonstrates a robust approach to implementing the SSSA. The SSSA is implemented for all pre-registration programmes since September 2019. EHU didn't recruit any students to the existing RtP programme and students commencing the RtP programme in September 2020 will be included in the SSSA arrangements. Partnership working for student support and assessment is demonstrated by processes for preparing practice and academic staff for the SSSA roles. Practice supervisors and practice assessors tell us they are prepared to support RtP students.

Documentation demonstrates the programme team promote and value service user and carer involvement in learning, teaching and assessment. Service users tell us about their experiences in the design, development, delivery and assessment of the programmes provided by EHU. Service users tell us they feel fully involved in all processes within the faculty. They participate in skills sessions, taught sessions on communication, mental health and learning disabilities. The service user council coordinated activities, which includes participation in selection processes, presentations, objective structured clinical examinations (OSCEs) and faculty meetings. They acknowledge the positive contribution this makes to student learning and understanding the needs of others. Service users tell us their views matter and they're listened to in the development, delivery and assessment of pre-registration nursing programmes and are consulted in the development of the RtP programme. Service users tell they would like to develop similar involvement with the RtP programme. The programme team tell us service users will be involved in the delivery, assessment and evaluation of the programme. This will include theory sessions on communication and relationship building and in simulated practice teaching for clinical skills.

Students say they value their experience at the university. They tell us the programme team provide effective support and guidance. Students tell us they are encouraged to raise any concerns through practice supervisors, practice assessor, link lecturer/academic assessors or practice placement facilitators. They attend student-staff liaison meetings and provide personal experiences or concerns to module leaders, personal academic tutors, cohort leads or the programme director. The programme team provide assurance the same opportunities to engage in staff-student liaison meetings and access to support in PPL and theory

will be available for RtP students.

Students tell us that they feel well supported in developing study skills through a range of university support mechanisms. EHU offers face-to-face and online student support for learning, student services, careers and disabilities services. This includes the university's library and student support services available in the Catalyst building on the Ormskirk campus. The programme tells us RtP students will be able to access study skills and student support services face-to-face in the Catalyst building or through EHU online services.

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: 5 March 2020

Revised outcome after condition(s) met:

Met

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

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. Students will be allocated a personal academic tutor and an academic assessor to enable individualised and supportive learning plans to be developed collaboratively and with their practice assessor.

The PPL needs for individual RtP students is decided during the supervision and assessment tripartite meeting which takes place at the beginning of the programme. The programme team tell us each RtP student will have a bespoke student journey for PPL, depending on the proficiencies they are able to demonstrate as already met within the RtP nursing PAD and the NAPAD.

The programme team describe how a student's prior experience and level of learning becomes part of an individualised plan on entry to the programme. This is completed during the tripartite meeting with the student, academic assessor and practice assessor at the beginning of the programme. The programme specification and related documents do not provide sufficient detail to demonstrate a robust process for reviewing students' prior learning and experience in relation to the programme outcomes, standards of proficiency and the students' intended scope of practice on readmission to the register. The purpose and processes for conducting tripartite meetings are included in the RtP nursing PAD and RtP programme documents. We can't see how the process for recording the outcome of tripartite meetings and how the evidence used to confirm proficiencies will be documented. (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 shows us support for students to develop numeracy, literacy, academic, digital and technological literacy sufficient to meet programme outcomes. The programme team and students confirm there is a student assessment for numeracy skills on entry to the programme. Students tell us they feel supported by the university to develop their study skills. They are able

to access the support in the Catalyst building, a centre for social and academic support. Support from the catalyst support team is available in person or through online resources. The programme team tell us the same resources will be available for RtP students and RtP students will be able to access all student and study skills support remotely for the duration of the programme.

Support mechanisms for developing numeracy, literacy, digital and technological literacy are described in the student handbook and on the virtual learning environment (VLE). Students have the opportunity to access one to one sessions for study support. The learning support team tell us the joint information systems committee (JISC), which shares digital infrastructure and services for education providers and is used to improve learning and digital literacy. This is available to assess students' abilities and needs across six areas for digital skills. Students are able to access online resources to develop their skills in digital literacy. This resource will be available for RtP students to access remotely. EHU provides students with online access to the standardise numeracy assessment project SN@P, an online assessment and numeracy skills package. This will be used to support developing numeracy skills. RtP students are formatively and summatively assessed in numeracy and medication management through the RtP nursing PAD episode of care assessment. Numeracy and medicines calculations are also tested through the NAPAD for RtP nursing associate students.

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 faculty didn't recruit RtP students in September 2019. There aren't any students who need to be considered for transfer to the new 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.

EHU commenced the SSSA in September 2019 for pre-registration programmes. RtP students commencing in September 2020 will be supported, supervised and assessed under the SSSA (NMC, 2018) and the SRtPP (MMC, 2019).

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

midwifery education relevant to selection, admission and progression are met

No

The programme specification and related documents do not provide sufficient detail to demonstrate a robust process for reviewing students' prior learning and experience in relation to the programme outcomes, standards of proficiency and the students' intended scope of practice on readmission to the register.

The programme team describe how student's prior experience and level of learning becomes part of an individualised plan on entry to the programme. This bespoke learning plan is developed during a tripartite meeting with the RtP student, academic assessor and practice assessor. We can't see how the process for recording the outcome of tripartite meetings and how the evidence used to confirm proficiencies will be documented. (Condition one)

Outcome

Is the standard met?

Not Met

The programme specification and related documents do not provide sufficient detail to demonstrate a robust process for reviewing students' prior learning and experience in relation to the programme outcomes, standards of proficiency and the students' intended scope of practice on readmission to the register.

The programme team describe how student's prior experience and level of learning becomes part of an individualised plan on entry to the programme. This bespoke learning plan is developed during a tripartite meeting with the RtP student, academic assessor and practice assessor. We can't see how the process for recording the outcome of tripartite meetings and how the evidence used to confirm proficiencies will be documented.

Condition one: The AEI must demonstrate a robust process for determining and evidencing students' prior learning and experience in relation to the relevant standards of proficiency for registered nurses and nursing associates, programme outcomes and the students intended scope of practice upon readmission. This must provide evidence for the proficiencies claimed as met during the tripartite meeting.

Date: *5 April 2020*

Post Event Review

Identify how the condition is met:

Condition one: The RtP programme team have developed a strategic approach to reviewing prior experience as a registrant through a recognition of prior learning (RPL) process. The programme team presented additional documentation to support the tripartite review meeting and processes for determining experience and proficiencies claimed as achieved during their prior experience as a registrant. The university will use this documentation, in addition to the England RtP PAD for those returning to the nursing register and to support the tripartite meeting for RtP students who are intending to return to the NMC register as nursing associates. The additional documentation provides assurance for a process for exploring and evidencing the claims of proficiency and experience claimed as met during the tripartite meeting.

The amended documents support the initial tripartite meeting between the RtP student, the academic and practice assessor. This permits determination and recording of a students' prior learning and experience in relation to standards of proficiency for registered nurses and nursing associates and the students intended scope of practice upon readmission.

Evidence:
RtP nursing mapping template - RPL final, undated

Date condition(s) met: 21 May 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
The SFNME R2.2 R2.8, R2.11 are now met.
SRtPP R1.6 is now met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirements are met:

R2.1 ensure programmes comply with the NMC Standards framework for

nursing and midwifery education

Yes

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

Yes

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

Yes

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

Yes

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

No

The RtP programme submitted for approval doesn't provide a route for the re-admittance of midwives to the register.

Specialist community and public health nurses (SCPHNs)

No

The programme submitted for approval doesn't provide a route for RtP for specialist community or public health nurses.

Nursing associates

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.

R2.4 design and deliver a programme that supports students to return to

their intended area of practice

Met

R2.4 is met. The programme team and the documents submitted for the approval provide assurance the programme supports students learning in their attended area of practice. The programme consists of the choice of three taught module delivered at either level five for those returning to the register as a nursing associate, and level six or seven for registered nurses. The module content is the same for each level, differentiated by the descriptors within the learning outcomes and the level for the summative assessment. The academic level selected by the student will depend on the needs of the returning student who has previously been a registered nursing associate or registered nurse in a field of practice. The RtP module at level five for nursing associates, level six and seven for adult, mental health, learning disabilities and child fields provides students with the theoretical knowledge and application to their field of practice. Students who wish to return as registered nurses will undertake the module at the level appropriate for their needs. The credits gained at level six and seven can be used later as part of the accreditation of prior learning processes for future study. Simulation-based learning is used to teach clinical and communication skills and prepare students for PPL. The programme team tell us students will be provided with a bespoke plan for PPL based on their individual needs and in their previous field of nursing. We are assured RtP students will be assessed by a practice assessor and academic assessor in their field of practice to confirm the achievement of proficiencies for the bespoke placement journey agreed at the beginning of the programme.

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

N/A

The programme will not be delivered in Wales.

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

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

Yes

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

No

The programme is not designed for students 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

No

The programme is not designed for students 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

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.

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 aims, outcomes and module learning outcomes are mapped against the NMC Standards. Module content is delivered in generic modules with students building specific field knowledge with support from field specific members of staff who also act as personal tutors. The programme team describe a range of learning and teaching strategies including simulation-based learning for skills undertaken during the induction week at the start of the programme. The RtP nursing PAD will support student assessment of proficiencies for their field and intended practice. Episodes of care assessed by the practice assessor will provide opportunities for students to demonstrate proficiencies and knowledge to provide care for service users within the field of practice to which they are returning. RtP students who wish to remain on, or return to the NMC register for nursing associates will be required to meet the Standards of proficiency for nursing associates (SPNA, 2018) provided in the NAPAD.

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. The documents provided for the programme and modules demonstrate the general and professional content enabling returners to meet the relevant standards of proficiency to return to the register as a registered nurse or nursing associate. The programme team tell us of the working relationships between the academic team, practice supervisors, practice assessors, PEFs and clinical link tutors that ensure the general and professional content for the programme. Students are provided with a personal tutor in their field of practice and a PPL plan that is bespoke to their needs and field of practice. The RtP nursing PAD will support student assessment of proficiency for their field and intended practice. The NAPAD will support student assessment in relevant proficiencies for nursing associates.

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

R2.9 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. The programme provides specific content for RtP student's field of practice in relation to safeguarding, consent, pharmacology, medicines administration and optimisation. During practice learning, returners who will be eligible to re-register as registered nurses are summatively assessed within the field of practice in which they intend to register and practice using the RtP nursing PAD. RtP returners as nursing associates are required to complete the proficiencies and procedures for nursing associates in annexe A and B (SPNA, 2018) and this is assessed using the NAPAD during PPL.

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. Documentary evidence and the approval visit confirm the curriculum uses a range of learning and teaching strategies effectively and proportionately. Programme documentation demonstrates the intention to use a range of learning and teaching strategies to support a part-time, blended programme delivered over 17 weeks of study. The delivery model for the programme is designed to prepare students for practice placements and then supports ongoing engagement, learning and transfer of knowledge during practice placement. Students are able to access all teaching and learning materials through the VLE during the period of PPL, attend online tutorials, and support sessions. Students who participated in the approval visit confirm distance-learning resources are accessible remotely and consist of effective, contemporary and flexible materials on the VLE.

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 the approval process demonstrate the programme is an appropriate length to support programme outcomes. The programme planner demonstrates the intention to provide a period of induction to the programme during which the student's bespoke learning needs will be evaluated. This is followed by a mandatory clinical skills week and two weeks of theory for all RtP students. Theoretical assessments have submission points at week 17 and week 30, depending on the student's bespoke learning plan. All RtP students can submit the relevant PADs at week 17, with a final submission on week 36. The second and final submission of the relevant PAD is at week 40.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> 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:** *5 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

Not Met

R3.1 is not met. Documentary evidence and discussion at the approval visit confirms the AEI, in partnership with PLPs, has procedures and policies in place to ensure students meet the Standards of proficiency for registered nurses and Standards of proficiency for registered nursing associates. These procedures and policies ensure safe and effective care delivery to a diversity of people across the lifespan and in a variety of settings. We are not assured this applies to the RtP programme. The programme documentation tells us RtP students will be responsible for arranging their practice learning placement in their field of practice. The programme team tell us placement learning must be in approved areas with PLPs to assure the quality of PPL and provision of practice supervisors, practice assessors and practice education lecturers who support practice learning. The information on arrangements for practice learning doesn't provide assurance of opportunities that confirm students can deliver safe and effective care in their intended area of practice for a diverse range of people. (Condition two)

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. Documentary evidence and the approval visit shows practice learning opportunities and practice supervisors, practice assessors and academic assessors will work with students to plan practice learning experience to meet the communication and relationship management skills and procedures and proficiencies, as set out in the relevant standards of proficiency. For nurses, we are told by the programme team this will be assessed by the achievement of proficiencies and an episode of care summative assessment facilitated by the practice assessor that includes communication and relationship management

skills. There are opportunities for RtP students to reflect on practice learning experiences. The RtP nursing PAD and the NAPAD include sections for students to provide reflections on their progress and performance.

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

Not Met

R3.3 is not met. The RtP practice placement documentation requires detailed information to explain how the bespoke plan for student practice learning will enable RtP students to experience a range of experiences for PPL to demonstrate they can deliver safe, holistic and effective care in the intended area of practice to a diverse range of people. Nursing associates will need a breadth of practice learning to support delivery of care to people of all ages. (Condition two)

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. Technology enhanced and simulation-based learning is used effectively and proportionately in the programme. EHU demonstrates investment in high and low fidelity simulated learning to enable students to have a safe environment for learning clinical skills. The programme team tell us RtP students will be introduced to technology enhanced and simulation-based learning to support the learning of clinical skills during mandatory clinical skills training and theory weeks at the beginning of the programme. This will include communication and relationship management and assessment and planning of care. Summative assessment of proficiencies is within the practice learning area with the practice assessor and recorded in the relevant 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.

R3.5 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 all RtP students will be supernumerary during PPL. The programme team and PLPs tell us about robust procedures to ensure supernumerary status is maintained in situations where a student is an employee for those undertaking RtP as a nursing associate. RtP students will not be placed in their area of employment for practice learning. RtP students will wear a uniform and identification badge enabling placement teams and service users to distinguish them as RtP students.

There's documentary evidence the AEI and PLPs have policies and processes to take into account individual needs, personal circumstances and reasonable adjustments. We are told that as part of the bespoke student journey, practice travel time and caring responsibilities will be taken into consideration when agreeing placement learning areas. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students tell us they are supported by their programme team and feel individual needs are considered for allocating practice learning to limit travel time. Students tell us about other students they know who receive support and reasonable adjustments for examinations for specific learning needs. Student-facing documents inform students of who to contact if support is needed because of caring responsibilities or bereavements and personal tutors support students to make reasonable adjustments.

R3.6 ensure that students are supernumerary

Yes

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

No

Programme documents don't evidence how bespoke PPL plans will ensure students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people. (Condition two)

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

No

Nursing & Midwifery Council

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

MOTT MACDONALD

Programme documents don't evidence how bespoke PPL plans will ensure students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people. (Condition two)

Outcome

Is the standard met?

Not Met

Programme documents don't evidence how bespoke PPL plans will ensure students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people.

Condition two: The AEI must provide evidence of processes to demonstrate how practice learning opportunities for bespoke student experiences will confirm students can deliver safe, holistic and effective care in the intended area of practice to a diverse range of people. (SFNME R3.5, R3.6; SSSA, R1.3, R1.8; SRtPP R3.1, R3.3)

Date: *5 April 2020*

Post Event Review

Identify how the condition is met:

Condition two: The amended documents provide evidence of processes to assure how practice learning opportunities within the bespoke RtP student experiences will ensure students can deliver safe, holistic and effective care in the intended area of practice to a diverse range of people. The university has provided documentation to identify practice learning opportunities to ensure RtP students can deliver holistic and effective care in their intended area of practice. Students will complete and upload this document to the online PAD on completion.

Evidence:
Compulsory evidence of exposure to, and working with, a range of people with diverse needs, undated

Date condition(s) met: 20 May 2020

Revised outcome after condition(s) met:

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

Met

Condition two is now met.
SFNME R3.5 and R3.6 are met.
SSSA, R1.3 and R1.8 are met.
SRtPP R3.1 and R3.3 are 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:

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

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. There's clear evidence the AEI works collaboratively with PLPs and employers to develop and support the proposed RtP programme. Appropriately qualified and experienced academic staff who have relevant clinical experience support the RtP programme. The faculty collaborates in developing the RtP nursing PAD for RtPP with the PLPs and HEE. The RtP nursing PAD requires students to complete proficiencies mapped from the Future nurse: Standards of proficiency for registered nurses and replicate the processes for pre-registration programmes. RtP students who want to remain or return to the NMC register as nursing associates will use the NAPAD to create a bespoke learning plan to meet the SRtPP (NMC, 2019). PLPs tell us they understand the programme and the SRtPP (2019). Processes for the SSSA are in place for all pre-registration nursing programmes commencing from September 2019 and for RtP students. Programme documentation demonstrates a robust approach to the preparation of SSSA roles and implementing this in practice learning areas. Practice supervisors and practice assessors have previous experience of supporting RtP students in the practice learning environment and are aware of RtP programme requirements. Practice supervisors, practice assessors and academic assessors are confident in their roles for supervising and assessing proficiency and supporting RtP students to identify learning needs and existing proficiencies based on their experiences. Students tell us they provide feedback through practice learning evaluations which inform evaluation of the overall programme. The programme team tell us RtP students will complete the same placement evaluations and this will be used to feedback to practice learning areas as part of the clinical audit system. Students tell us they are listened to by the programme team if they raise any issues and they feel well supported in practice learning by the practice supervisor and practice assessor and feel able to contact the practice education lecturers if they need support. Programme documentation demonstrates it prepares students for practice learning and supports students in understanding the scope of their practice as returners to practice. The requirement to gain consent prior to delivering all care or treatments is evident in programme information RtP students.

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. The programme team tell us RtP students will be supported through

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

the SSSA requirements. A practice supervisor and practice assessor will support practice learning for each student. An academic assessor will confirm proficiency with the practice assessor. Practice supervisors will provide formative opportunities for assessment prior to summative assessment by the practice assessor who will also assess the three episodes of care for nurses. The nursing associate north Merseyside partnership work together to develop, deliver, assess, manage and review nursing associate education and will support nursing associates who need to undertake the RtP programme. RtP programme documents, RtP nursing PAD and NAPAD all provide information to students about the roles of practice supervisor, practice assessor and academic assessor. These documents inform students about processes, meetings with practice supervisors and how they will be prepared for summative assessments. The programme team tell us how RtP students will have practice placement preparation during the theory block which will include information and preparation for the SSSA.

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 team acknowledge RtP students often have different learning styles from undergraduate students and this is reflected in the design of the programme. We are told about the support EHU provides to students, which is accessible online and face-to-face. We're assured RtP students will be able to engage with the same support offered to full-time nursing students. Support and feedback is provided through flexible, online and distance learning approaches using the VLE. The programme has structured feedback and development opportunities in academic learning and in practice. Programme documentation provides detailed instruction to students about feed forward and feedback through the VLE for the theoretical assessment. Students are provided with opportunities to receive feedback and feed forward advice for theoretical and practice learning.

The RtP nursing PAD and NAPAD provide opportunities for formative assessment and feedback for practice learning. The programme team tell us RtP nursing students will have formative opportunities and feedback for episodes of care

Nursing & Midwifery Council

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

M
MOTT
MACDONALD

assessments required by the RtP nursing PAD. Pre-registration nursing students tell us they receive informative feedback from a range of sources to support learning. This includes their personal tutor, clinical link tutor, practice supervisors, practice assessors and academic assessors. Practice supervisors and practice assessors tell us they feel confident in their roles and able to provide individualised support for RtP students.

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. The programme team and stakeholders explain programme development and the development of the RtP nursing PAD. The programme and RtP nursing PAD are mapped to the Standards of proficiency for registered nurses. The Standards of proficiency for nursing associates and programme outcomes are mapped to the SRtPP programmes (NMC, 2019). Students who are successful in academic and practice assessment will meet the required standards to be readmitted to, or remain on, the register. The programme and practice learning documents informs students of the opportunity to resubmit if required.

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 documentation indicates outcomes are designed to support achieving communication and relationship management skills and procedures. The approval visit confirms students will be supervised and assessed to meet communication and management skills and procedures during the programme in simulated learning for clinical skills and PPL. The programme team tell us the theoretical module and the relevant RtP PADs will provide opportunities to allow students to develop their skills and proficiency in communication and relationship management and procedures. Proficiencies in the relevant RtP PADs assess these requirements and for nurses this is in conjunction with the episode of care summative assessment for communication and relationship management.

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 visit confirm arrangements for learning and assessment in theory and practice supports students to be re-admitted to, or remain on, the register. Students will complete a tripartite review with their academic assessor and practice assessor during the programme induction week that will form the bespoke student journey for PPL. The programme team tell us there is an opportunity to students to complete a 'hopes and fears' analysis to support a meeting with their personal tutor. This is to ensure students are able to access all the support needed to complete the programme. Students complete a study skills analysis and use the JISC assessment for digital literacy. Placement learning will take place in the field of practice for previously registered nurses, and nursing associates will be required to complete PPL in the same area as their intended practice as a nursing associate.

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. During the approval visit, practice assessors tell us they feel confident in their role and ability to support RtP students in their learning to be readmitted to or remain on the register. Discussion with the programme team and PLPs provides assurance of RtP students ability to give safe and effective care suitable for readmission to, or remain on, the register. Stakeholders are confident successful RtP students will be safe and effective practitioners 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 and the Standards of proficiency for nursing associates and programme outcomes.

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:** *5 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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

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

Met Date: *5 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*

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 Programme specification and module descriptors for the level five nursing associate RtP programme and the level six and seven registered nurse RtP programme. The NAPAD and programme specification.	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	Yes
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	Yes
Practice placement handbook:	Yes
Identify the routes: The NAPAD relates to the level five nursing associate RtP route. The RtP nursing PAD applies to the level six and seven registered nurse RtP routes.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	Yes

Nursing & Midwifery Council

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

MOTT MACDONALD

Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Context document for pan England PAD for RtPP, 8 March 2020 England RtP nursing PAD final version, March 2020 NMC letter of approval for the foundation science degree (FdSc) nursing associate (direct entry) - level five FdSc nursing associate (apprentice), 6 December 2019 Post approval visit documentary evidence to meet conditions: NMC RtP nursing mapping template for RPL final, undated NMC compulsory evidence of exposure final, undated NMC letter, 21 May 2020	
If you stated no above, please provide the reason and mitigation Midwifery and SCPHN are not included in the programme approval.	
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: EHU has not provided an RtP programme since September 2018. The approval panel didn't speak to previous or current RtP students as none are available.	

Three x year one pre-registration nursing students, child field.

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)	Yes
Library facilities	No
Technology enhanced learning Virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings: EHU has recently invested in a clinical simulation suite for high and low fidelity learning for all the health programmes delivered by the faculty. This provides the opportunity for nursing students to practice clinical skills in a safe setting with support from dedicated staff. Technology enhances learning and the VLE is fundamental to high fidelity learning during which RtP students can work with mannequins which are programmed to simulate a range of clinical situations in preparation for practice learning.	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

Author	Elizabeth Mason	Date	17 March 2020
Checked by	Pamela Page	Date	22 May 2020
Submitted by	Lucy Percival	Date	3 June 2020
Approved by	Leeann Greer	Date	3 June 2020