

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of Wolverhampton</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Dudley Group NHS Foundation Trust Walsall Healthcare NHS Trust University Hospitals of Derby and Burton NHS Foundation Trust Sandwell And West Birmingham Hospitals NHS Trust Royal Wolverhampton NHS Trust Dudley and Walsall Mental Health Partnership NHS Trust University Hospitals Birmingham NHS Foundation Trust George Eliot Hospital NHS Trust South Warwickshire NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS Trust Chesterfield Royal Hospital NHS Foundation Trust Derbyshire Healthcare NHS Foundation Trust Worcestershire Acute Hospitals NHS Trust Worcestershire Health and Care NHS Trust Wye Valley NHS Trust University Hospitals of Leicester NHS Trust United Lincolnshire Hospitals NHS Trust Kettering General Hospital NHS Foundation Trust Northampton General Hospital NHS Trust Northamptonshire Healthcare NHS Foundation Trust Nottingham University Hospitals NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Shrewsbury and Telford Hospital NHS Trust University Hospitals of North Midlands NHS Trust 2gether NHS Foundation Trust Lincolnshire Partnership NHS Foundation Trust Derbyshire Community Health Services NHS Foundation Trust</p>

	<p>Birmingham and Solihull Mental Health NHS Foundation Trust East Midlands Ambulance Service NHS Trust West Midlands Ambulance Service NHS Trust NHS Birmingham and Solihull CCG NHS Dudley CCG NHS Sandwell and West Birmingham CCG NHS Walsall CCG NHS Wolverhampton CCG NHS Coventry and Rugby CCG NHS South Warwickshire CCG NHS Warwickshire North CCG NHS Southern Derbyshire CCG NHS Herefordshire CCG NHS Redditch and Bromsgrove CCG NHS South Worcestershire CCG NHS Wyre Forest CCG NHS East Leicestershire And Rutland CCG NHS Leicester City CCG NHS West Leicestershire CCG NHS Lincolnshire East CCG NHS Lincolnshire West CCG NHS South West Lincolnshire CCG NHS South Lincolnshire CCG NHS Corby CCG NHS Nene CCG NHS Mansfield and Ashfield CCG NHS Newark and Sherwood CCG NHS Nottingham City CCG Nottingham North and East Clinical Commissioning Group NHS Nottingham West CCG NHS Rushcliffe CCG NHS Shropshire CCG NHS Telford and Wrekin CCG NHS Cannock Chase CCG NHS East Staffordshire CCG NHS North Staffordshire CCG NHS South East Staffordshire and Seisdon Peninsula CCG NHS Stafford and Surrounds CCG NHS Stoke-On-Trent CCG Shropshire Community Health NHS Trust Wye Valley NHS Trust Worcestershire Health and Care NHS Trust Coventry and Warwickshire Partnership NHS Trust</p>
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	<p>Leicestershire Partnership NHS Trust Midlands Partnership NHS Foundation Trust South Staffordshire and Shropshire Healthcare NHS Foundation Trust Lincolnshire Community Health Services NHS Trust North Staffordshire Combined Healthcare NHS Trust Birmingham Community Healthcare NHS Trust Birmingham Womens and Childrens NHS Foundation Trust Black Country Partnership NHS Foundation Trust Heart of England Foundation Trust Private, voluntary and independent health care providers</p>
<p>Programme(s) reviewed:</p> <p>Programme: Return to Practice - Midwifery Title of programme: Return to Practice Midwifery Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice Adult Nursing Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Child Title of programme: Return to Practice Children's Nursing Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Learning Disabilities</p>	

Title of programme: Return to Practice Learning Disabilities Nursing
Programme start date: 21 September 2020

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

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice Mental Health Nursing
Programme start date: 21 September 2020

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

Date of approval	7 May 2020
QA visitor(s):	Registrant Visitor: Lesley Saunders Registrant Visitor: Sheila Brown

Section two

Summary of review and findings

The University of Wolverhampton (UoW), the approved education institution (AEI), has presented programme documentation for the approval of return to practice (RtP) nursing programme in adult, mental health, child and learning disabilities fields of nursing and RtP in midwifery.

The programmes consist of an academic module to be undertaken at level six for 20 credits. Each student will complete between 150 and 300 hours in supervised clinical practice and will have supernumerary status. The module will be offered in the first semester of each academic year with a flexible and blended approach to education provision. There will be one main practice placement in both the nursing and the midwifery RtP programmes, with due regard to the field of nursing and the student's area of clinical interest and opportunities to experience other related clinical areas.

Programme documentation confirms evidence of effective partnership working between UoW and key stakeholders. The RtP programmes are developed in consultation with practice partners, students and service users and carers (SUCs). This includes aligning each programme with their existing pre-registration nursing and pre-registration midwifery programmes.

The RtP nursing programme learning outcomes enable students to achieve the Standards of proficiency for nurses within the England RtP practice assessment document (PAD) for nursing. The RtP midwifery programme learning outcomes enable students to achieve the Standards of proficiency for midwives within the England and Northern Ireland (NI) midwifery ongoing record of achievement (MORA) for RtP midwifery. The bespoke needs of each learner will be determined prior to the commencement of the programme.

The AEI and practice learning partners (PLPs) confirm that intakes will start annually from September 2020. The presenting team and PLP representative tell us the number of midwifery students on the RtP programme is usually small and resources are sufficient to support further RtP midwifery students. We are told the numbers of nursing students on the RtP programme is approximately 10 in each cohort and resources are sufficient to support these students.

The programme does not meet the Standards for nursing and midwifery education (SFNME) at programme level. The programme meets the Standards for student supervision and assessment (SSSA) at programme level.

The visit is undertaken remotely due to Covid-19 restrictions.

The RtP nursing programme is recommended to the NMC for approval subject to

one specific condition. Visitors made one recommendation.

The RtP midwifery programme is recommended to the NMC for approval subject to two specific conditions. Visitors made two recommendations.

Updated 4 June 2020:

UoW has provided documentation to meet all conditions. The conditions are met and the programmes are recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The AEI must provide student facing information on the timing of all assessments. (SFNME R2.2; Standards for return to practice programmes (SRtPP) R2.1) (RtP nursing and RtP midwifery programmes)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The AEI must provide documentation for programme content and student facing information for newborn and infant physical examination (NIPE) (SFNME R2.2, R2.11; SRtPP R2.4) (RtP midwifery programme)</p>
Date condition(s) to be met:	4 June 2020

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI is advised to consider strengthening direct interprofessional learning (IPL) in the RtP programme. (SFNME R1.13) (RtP nursing and RtP midwifery programmes)</p> <p>Recommendation two: The AEI is advised to consider allocation and support mechanisms for students in practice. (SFNME R2.2, R2.4; SRtPP R3.3) (RtP midwifery programme only)</p>
<p>Focused areas for future monitoring:</p>	<p>IPL and working in theory and in practice programme delivery.</p> <p>Allocation and support mechanisms for student midwives in practice.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

In response to condition one, UoW has provided documentation outlining programme content and student facing information for NIPE. This includes a draft timetable for RtP (midwifery), incorporating NIPE days and a screen shot of the current virtual learning environment (VLE) page for the current NIPE course. This student facing information will be transferred across to the RtP Midwifery page once it is set up in the VLE.

In response to condition two, UoW has provided a timetable for RtP (nursing) and a timetable for RtP midwifery, including timing of assessments. Amendments are made to the RtP placement handbook to include timings of assessments. The two conditions are met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 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)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015)

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

Partnerships

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

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and

accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence submitted and the approval process demonstrate a collaborative approach between the AEI and PLPs in developing the RtP nursing and RtP midwifery programme. PLP representatives for nursing and for midwifery describe UoW as a proactive organisation that engages fully with them during the development of RtP programmes. There's evidence stakeholder views and feedback are considered and incorporated into the development of this programme. The SSSA are already implemented by PLPs within practice learning areas for the RtP programmes and there are satisfactory arrangements for support, monitoring and governance of RtP programmes shared between the AEI and practice partners. Programme documentation and the approval process demonstrate there are effective partnership arrangements for maintaining the learning environment and for effective support of practice supervisors and practice assessors. PLPs tell us they're involved in the recruitment and selection of students.

RtP nursing and midwifery students speak positively about their programme and about support from UoW. They inform us their views and experiences are considered in developing this new RtP programme. IPL for RtP nursing and midwifery students

is mostly with nurses from the other fields of nursing. (Recommendation one)

Students report being well supported in the practice learning environment. However, the midwifery student tells us they had to secure their own placement allocations to be able to achieve competencies and found continuity of support difficult. (Recommendation two)

A SUC representative from 'service users and carers for education success' (SUCCESS) group tells us relationships with and support from the programme team are positive. Activities undertaken by SUC are valued by students and the academic team. They tells us they are involved in programme development, recruitment and delivery. They confirm their involvement in assessment of students in objective structured clinical examination (OSCE) and providing testimonies for students. The SUC representative is not involved in the RtP midwifery programme however, they reports that their aware of other group members who are involved in midwifery RtP student recruitment and in programme development and delivery. There's evidence in the RtP nursing PAD and RtP MORA of SUC involvement in assessment of students formatively during simulation and practice learning. The SUCCESS group have regular meetings where group members discuss their views and activity in programmes.

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:

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 English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

R1.3 ensure students' health and character is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character guidance. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

Yes

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

Yes

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of

health and character for students who have completed a return to practice programme

Yes

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

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

Met

R1.6 is met. Documentary evidence and the approval visit confirms students' prior learning and experience in relation to relevant Standards of proficiency, programme outcomes and the students' intended scope of practice is fully considered. At the approval visit the AEI inform us applicants are required to demonstrate how they've previously gained knowledge and skills to enter the register which will be provided through evidence of prior learning for admission to the programme.

The programme team describe how students' prior experiences and determined level of required learning becomes part of an individualised plan for each student on entry to the programme. Individual learning plans are communicated and developed collaboratively with each student, the academic assessor and the practice assessor with tripartite review of each student's achievement for required proficiencies at agreed points in the programme.

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

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

Met

R1.7 is met. Documentary evidence demonstrates numeracy, literacy, academic, digital and technological literacy sufficient to meet programme outcomes. Teaching and learning strategies include online learning technology. All RtP students are required to complete an online drug calculation test to achieve 100 percent pass mark before they go into their assigned placement areas. Students are encouraged to self-assess their on-going learning needs and progression in relation to numeracy,

literacy, digital and technological literacy during the programme. Development and achievement of technological literacy is supported by academic staff, library services, the student union and student support wellbeing. Students say they're well supported in practice to develop the required skills.

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 for the proposed programme start date there will be no RtP nursing students on existing programmes to transfer to the new programme. There are no students on interrupted study.

The programme team inform us there are no current RtP midwifery students and therefore, there will be no transfer of existing students onto the proposed programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The AEI have previously implemented SSSA in all practice learning areas. This was confirmed by students and by PLPs.

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

Yes

Outcome

Is the standard met?

Met

Date: 7 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

No

R2.1 is not met. The timing of assessments is unclear within programme documentation and student facing information. This relates to the quality of communication and information provided to students to ensure they are informed of assessments from the outset of the programme. (Condition two)

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

Yes

Specialist community and public health nurses (SCPHNs)

No

A RtP route for specialist community and public health nurses is not offered on this programme.

Nursing associates

No

A RtP route for nursing associates is not offered on this programme.

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

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

Not Met

R2.4 is met for nursing but not met for midwifery. Documentary evidence and the approval process demonstrate programme design and delivery supports RtP nursing students to return to their intended area of nursing practice. The RtP nursing programme and RtP midwifery programme each consist of one module. There are elements common to both modules as well as bespoke content reflecting the individual programmes.

Students identify their preferred area of practice they wish to return to within their

application to the programme. All stakeholders agree implementing the SSSA has developed sufficient experienced and skilled practice assessors and practice supervisors to support RtP students. PLPs confirm they can provide practice placements offering RtP students opportunities to demonstrate proficiencies and meet programme outcomes.

For midwifery, programme documentation and student facing information is unclear how returners will be supported to meet proficiencies within the Standards of proficiency for midwives (NMC, 2019) to plan and carry out integrated assessment, screening, individualised care planning and examination for newborn infants in line with national NIPE. (Condition one)

Programme and module learning outcomes relate to midwifery practice. Module learning outcomes are mapped to the Standards of proficiency for midwives and to programme learning outcomes.

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

N/A

The proposed programme will only be delivered in England.

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

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

Yes

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

Yes

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

No

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

No

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

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

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

Met

R2.7 is met. Programme documentation and the approval visit show the programme allows students from each field of nursing practice to meet programme outcomes. Subject specialists for each field will deliver content relevant to those students and within the broader context of the programme. Programme content is mapped against the Standards of proficiency for registered nurses and programme outcomes. An academic assessor and personal tutor will be allocated to each student with due regard to field of practice.

The programme team confirm students have opportunities to learn skills and proficiencies in annexe A and annexe B of the Standards of proficiency for registered nurses. Where necessary these can be undertaken and practiced in the simulation laboratories. RtP nursing students confirm their programme prepares them for returning to work in their field of practice.

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

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

Met

R2.8 is met. The module learning outcomes for RtP nursing and RtP midwifery are mapped to their relevant standards of proficiency. Documentary evidence and the approval visit confirm the programme is designed around general and professional

content necessary for nurses to return to, or remain on, the register. Students, academic assessors and practice assessors use the RtP nursing PAD or RtP MORA to record feedback, development and relevant proficiencies attained in practice. The RtP midwifery module specification template refers to professional and contemporary issues within midwifery practice that relate to programme and module learning outcomes and to the Standards of proficiency for midwives. All students confirm their programme prepares them to return to the register and gives them confidence to practice.

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

R2.9 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. Programme documentation and the approval visit show where specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation are included within the programme. Students confirm they're given this content in the existing RtP programme. There are opportunities for shared learning for safeguarding and medicines management and optimisation with pre-registration student nurses across the four fields of nursing and shared learning with midwifery students. Some content is delivered via e-learning, for example, safeMedicate.

The RtP nursing and the RtP midwifery programme specification and timetables set out how these topics will be covered within the programme. The RtP nursing PAD and the RtP MORA provide returners with the opportunity to demonstrate and document achievement of proficiencies in these specific areas of practice.

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

R2.10 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 show teaching and learning approaches are flexible, blended and supported with a virtual learning

platform and technology. These approaches are used proportionately, effectively and in conjunction with simulation and practice learning. A previous RtP student confirms there are various resources available to students to support their learning and evidence their engagement in teaching and learning resources and strategies offered within the programme and by the AEI. The approval visit confirms RtP nursing students are required to attend 12 face-to-face study days. Three of these days are delivered with nursing and midwifery students together. (Recommendation one)

RtP midwifery students are required to attend 17 study days. Five of these study days engage students in sessions to provide programme content specific to NIPE. Students say the programme team are accessible, responsive and supportive. They say module content prepares them effectively to return to practice. A SUC representative tells us they contribute to teaching sessions about their experiences as a carer and to assessment of 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.

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

Met

R2.11 is met. There's a flexible approach to the number of theory hours completed each week taking into account individual student's circumstances. The programme team and PLPs tell us academic assessors and practice assessors support RtP students to self-assess their learning needs to develop an individualised plan for programme length in relation to practice learning, taking into consideration assessment of previous knowledge and skills. The RtP nursing and the RtP midwifery programme is six to eight months in length. The RtP nursing programme includes a total of 12 study days. The RtP midwifery programme includes a total of 17 study days to account for five study days of content specific to NIPE. The minimum programme length includes 150 practice hours and up to 300 hours practice learning. There's a blended approach to taught study days, with eight days on campus as face-to-face learning. The programme length and flexibility for practice learning is designed to allow an individualised programme of study to support achieving programme outcomes and proficiencies. Students tell us the length of the programme and flexible approach to learning allows them to meet all the programme outcomes.

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

No

It's unclear how midwifery returners will be supported to meet proficiencies within the Standards of proficiency for midwives (NMC, 2019) to plan and carry out integrated assessment, screening, individualised care planning and evaluation for newborn infants in line with NIPE.

The timing of assessments is unclear within programme documentation and student facing information. This relates to the quality of communication and information provided to students to ensure they are informed of assessments from the outset of the programme.

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

Yes

Outcome

Is the standard met?

Not Met

It's unclear how midwifery returners will be supported to meet proficiencies within the Standards of proficiency for midwives (NMC, 2019) to plan and carry out integrated assessment, screening, individualised care planning and evaluation for newborn infants in line with NIPE.

Condition one: The AEI must provide documentation for programme content and student facing information for NIPE. (SFNME R2.2, R2.11; SRtPP R2.4) (RtP midwifery programme)

The timing of assessments is unclear within programme documentation and student facing information. This relates to the quality of communication and information provided to students to ensure they are informed of assessments from the outset of the programme.

Condition two: The AEI must provide student facing information on the timing of all assessments. (SFNME R2.2; SRTTP R2.1) (RtP nursing and RtP midwifery programmes)

Date: 7 May 2020

Post Event Review

Identify how the condition is met:

Condition one:

UoW has provided a timetable for RtP midwifery, including NIPE days. A screen shot of the VLE page for the current NIPE course is provided. This student facing information will be transferred across to the RtP midwifery page once it is set up in the VLE.

Evidence:

RtP midwifery timetable, 15 May 2020

Screen shot of VLE for the current NIPE course, 4 June 2020

Condition one is met.

Condition two:

UoW has provided a timetable for RtP nursing and a timetable for RtP midwifery, including timing of assessments. Amendments are made to the RtP placement handbook to include timings of assessments.

Evidence:

RtP nursing timetable, 15 May 2020

RtP midwifery timetable, 15 May 2020

RtP placement handbook, 15 May 2020

Condition two is met.

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met

Standard 3: Practice learning

Approved education institutions, together with practice learning partners,

must:

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

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

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

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

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

R3.6 ensure that students are supernumerary.

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

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

Met

R3.1 is met. Documentation and the approval visit demonstrate sufficient practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people. PLPs offer opportunities for placements across a variety of nursing and maternity service provision to a diverse range of people. This supports achievement of required proficiencies for all fields of RtP nursing students and RtP midwifery students. PLPs and the programme team tell us the academic assessor and practice assessor collaborate to provide appropriate learning opportunities for each student. PLP representatives tell us the RtP programmes support their workforce strategy. There are governance processes with joint responsibility to ensure a safe and effective learning environment. PLPs and the AEI engage in locality meetings and consider quality assurance of placement areas across locality areas. Link tutors assure us that audits are undertaken and provide a report to the programme committee and the head of practice learning.

Students and PLPs confirm students are supernumerary in practice and students complete practice evaluations. Feedback from student evaluations is considered at meetings between UoW and PLPs. Students tell us they know how to escalate concerns about care and where to get support to do this. The RtP placement handbook provides guidance for students and PLPs on escalating concerns.

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 supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet the communication and relationship management skills, procedures and proficiencies in their practice assessment documentation. The RtP nursing PAD and the RtP MORA incorporate communication and relationship management skills and record achievement. Simulated learning opportunities will be provided to enhance opportunities for achieving these proficiencies. Proficiencies related to procedures which can't be met in practice can be met through simulation-based learning. For example, the use of high fidelity and low fidelity manikins in simulation suites to simulate practical elements of care for students in adult and child fields of nursing and for midwifery students. Students confirm the scope of learning across nursing provision and maternity services provides them with opportunities to meet proficiencies in their intended area of practice.

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

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

Met

R3.3 is met. Documentary evidence and the approval visit show placement allocations for RtP nursing students and RtP midwifery students are arranged across a diverse population in both community and hospital settings. PLPs confirm practice learning facilitators (PLFs) allocate practice learning for RtP nursing and for RtP midwifery and this is monitored by personal tutors. For RtP midwifery this provides

opportunities for students to experience both midwifery-led and consultant-led care and ensures students have opportunities to meet programme outcomes and proficiencies. The programme team, students and PLPs confirm there are adequate opportunities and support for RtP nursing students to gain experience and an ability to meet the holistic needs of people. For RtP midwifery students there are adequate opportunities and support to gain experience with a continuity of carer model of midwifery care and to meet the holistic needs of people. RtP nursing students can document experiences in each area of practice within the RtP nursing PAD. RtP midwifery students can document experiences in each area of maternity care provision within the RtP MORA. For both nursing and midwifery this includes recording feedback from service users and other allied health professionals.

The RtP midwifery student reports they finds placement allocations to be difficult and needed to be proactive to ensure all required placement allocations were achieved. However, students report this is now addressed by the programme team in the development of the proposed programme. (Recommendation 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. Documentary analysis and the approval visits demonstrate technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Students tell us UoW use technology enhanced and simulation-based learning opportunities to support their learning. Students can access support services for digital and information technology. The programme team and students tell us there's opportunity to learn through simulation-based learning and use the AEI's simulation suite. This is timetabled activity and students are able to use the simulation suites on an ad hoc basis depending on availability of the suite and individual student need. PLPs say they have simulation resources available that students may access during placement. This can enhance learning opportunities, for example, monitoring and recording of patient observations.

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

R3.5 take account of students' individual needs, personal circumstances and

intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and ensure that students are supernumerary.

Met

R3.5 is met. Documentation and the approval visit demonstrate the RtP programmes takes account students' individual needs, personal circumstances and intended area of practice when allocating their practice learning. This includes making reasonable adjustments for students with disabilities and ensures supernumerary status of students. The RtP nursing programme and RtP midwifery programme offer a flexible approach to student learning. There's policy and process to take into account assessing need and making reasonable adjustments. Reasonable adjustments can be made where possible for students with any additional needs to support them in the practice learning environment. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students tell us support from the programme team and PLPs is excellent.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC 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. Documentation and the approval visit demonstrate arrangements for support, supervision and assessment comply with the SFNME. Students and PLPs tell us support and supervision for students is provided at all times within the practice learning environment.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Documentation and the approval visit provides assurance that support, supervision, learning and assessment for RtP nursing students and RtP midwifery students complies with the SSSA. The RtP nursing PAD and RtP MORA documents will be used by all nursing and midwifery students. Descriptors are provided for practice supervisor, practice assessor and academic assessor roles within the RtP PAD and the RtP MORA. Practice placement areas are supported by a clinical practice team or a personal tutor from the AEI. Personal tutors have responsibility to support students on placement and for monitoring the quality of the practice learning environment. Documentation and PLPs confirm a nominated person within the practice placement team takes the lead to support practice supervisors and practice assessors for RtP nursing students. A nominated person within practice placement takes the lead to support practice supervisors and practice assessors for RtP midwifery students.

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. Documentation and the approval visit show RtP nursing students and RtP midwifery students are provided with feedback and feedforward on formative and summative theory-based activities and assessments. The academic components begin with a student learning needs strengths, weaknesses, opportunities and threats (SWOT) analysis on entry to the programme.

Documentation and the approval process confirm formative assessments take place throughout the RtP nursing programme and the RtP midwifery programme. The final summative theory assessment is two pieces of written coursework. One reflects on a teaching and supervision event and one reflects on leading, managing and coordinating an episode of care. Templates to facilitate communication and discussions between practice assessors and students are included in the RtP nursing PAD and the RtP MORA. Practice assessment for RtP nursing and RtP midwifery is structured around initial, mid-point and final interviews. Feedback is provided by the practice assessor and practice supervisors. Practice supervisors contribute to student feedback and do this through the RtP nursing PAD and the RtP MORA. Students tell us they receive verbal and written feedback during their programme in theory and in practice. This feedback is relevant, developmental and timely.

The design of the programme acknowledges specific requirements for RtP nursing students and RtP midwifery students through a flexible, blended approach which facilitates the development of individual learning plans.

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 RtP nursing PAD and RtP MORA are mapped to the relevant Standards of proficiency. Both are mapped to programme outcomes for the SRtPP.

The RtP nursing PAD and RtP MORA will record student achievement in relation to relevant Standards of proficiency. All programme, module and practice learning outcomes and proficiencies must be successfully achieved by RtP students to be admitted to or remain on the register. The programme team describe arrangements in the event of failure, reassessment and retrieval of learning. Students and PLPs tell us the programme adequately prepares students to return to practice. The programme team and PLPs tell us on completion of the programme students are employable and PLPs confirm RtP nursing and RtP midwifery students are ready to return to or remain on the register.

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

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

Met

R4.6 is met. RtP nursing programme documents and RtP midwifery programme documents and the approval visit confirm students will be supervised and assessed to meet communication and relationship management skills and procedures. The programme outcomes support achieving these skills and procedures. Practice supervisors, SUC, other healthcare professionals and the practice assessor can give students feedback on these skills through the RtP nursing PAD and the RtP MORA.

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. Documentary evidence and the approval visit show student assessment will begin prior to entry onto the RtP nursing programme and the RtP midwifery programme by asking prospective RtP nursing students and RtP midwifery students to demonstrate how they've previously gained knowledge and skills in relation to the programme learning outcomes. Each RtP student's learning needs will be assessed and a plan will be developed to complete the required programme learning outcomes and proficiencies. Confirmation that students meet required learning outcomes and proficiencies will be through theoretical assessment, reflection on previous practice and completion of the RtP nursing PAD or RtP MORA. There are processes to help practice learning staff support students in practice. The academic assessor will meet

with the student and practice assessor towards the end of the programme to confirm achievement of proficiencies in practice. Students say the programme prepares them for readmission to, or remaining on, the register.

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

Yes

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

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

Met

R4.9 is met. Documentary analysis and discussion at the approval visit confirm students' safe and effective practice and suitability to be readmitted to or remain on the register. The lead midwife educator (LME) confirms they are responsible for completing the declaration of health and character to enable successful RtP midwifery students to be readmitted onto the register.

Completion of programme outcomes and relevant proficiencies, and declaration of health and character will contribute to confirming students' safe and effective practice and suitability to remain on, or be readmitted to the register.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 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

Not applicable, the programme is for a RtP programme for nurses only.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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	
Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child, learning disabilities and mental health nursing. Documentary evidence is reviewed in relation to RtP for midwifery.	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	No
Nursing associate	No
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	No
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes:	
Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child, learning disabilities and mental health nursing. Documentary evidence is reviewed in relation to RtP for midwifery.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	No
Nursing associate	No
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes

Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation	
<p>Post visit evidence: Screen shot of VLE for the current NIPE course, 4 June 2020 RtP nursing timetable, 15 May 2020 RtP midwifery timetable, 15 May 2020 RtP placement handbook, 15 May 2020</p>	
If you stated no above, please provide the reason and mitigation	
The programme is for RtP nursing adult, mental health child and learning disabilities fields and RtP midwifery only.	
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:	
<p>One student from the adult field RtP programme from the September 2019 cohort. One student from the midwifery RtP programme from the September 2019 cohort</p>	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
Not required for this visit.	
Additional comments:	

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Issue record

Final Report

Author	Lesley Saunders Sheila Brown	Date	14 May 2020
Checked by	Monica Murphy	Date	8 June 2020
Submitted by	Leeann Greer	Date	16 June 2020
Approved by	Helen Shapcott	Date	18 June 2020