Programme approval report

Section one

Programme provider name:	Anglia Ruskin University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Cambridge University Hospitals NHS Foundation Trust Cambridgeshire and Peterborough NHS Foundation Trust Cambridgeshire Community Services NHS Trust East Suffolk And North Essex NHS Foundation Trust Essex Partnership University NHS Foundation Trust Mid and South Essex NHS Foundation Trust North East London NHS Foundation Trust North West Anglia NHS Foundation Trust Royal Papworth Hospital NHS Foundation Trust The Princess Alexandra Hospital NHS Trust The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust Private, voluntary and independent health care providers

Programme reviewed:	Return to practice:
	Nursing: Adult ☒ Mental health ☒ Children's ☒ Learning disabilities ☐ **Midwifery** ☐ **Nursing Associate** ☐ **Nursing/SCPHN** ☐ **Midwifery/SCPHN** ☐
Title of programme:	Return to Nursing Practice

Academic levels:	
RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7

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	SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Associate	England only ☐ Level 5 ☐ Level 6 ☐ Level 7
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	11 June 2021
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **Nursing/SCPHN** **Midwifery/SCPHN**	 16 September 2021 16 September 2021 16 September 2021

QA visitor(s):	Registrant Visitor: Joanna Dunn

Section two

Summary of review and findings

Anglia Ruskin University (ARU) is an approved education institution (AEI). ARU faculty of health, education, medicine and social care (the faculty), school of nursing and midwifery (Chelmsford) and school of nursing and midwifery (Cambridgeshire) (the school), present programme documentation for the approval of a return to practice (RtP) programme in adult, children's and mental health nursing. The programme design makes clear that the RtP programme enables students to return to one selected field of nursing practice.

ARU is an established provider of pre-registration nursing (adult, children's and mental health fields), nursing associate, midwifery, community specialist practitioner, specialist community public health nursing, prescribing as well as RtP. ARU present the programme for approval against the Standards for RtP programmes (SRtPP) (Nursing and Midwifery Council (NMC), 2019).

The programme approval visit is conducted remotely due to COVID-19.

ARU has robust partnerships with practice learning partners (PLPs) who support the RtP programme across the three routes. Documentary evidence and discussions at the approval visit confirm that there are effective partnerships between ARU and PLPs at both a strategic and operational level, and these are apparent at both campuses.

ARU and PLPs have established quality assurance mechanisms, with a collaborative approach across the region with a range of PLPs, AEIs and Health Education England (HEE). Regular partnership meetings are held to discuss quality assurance issues, including audits and Care Quality Commission (CQC) reports.

PLPs and service users and carers (SUCs) confirm that they've been involved in the consultation on the new programme, and PLPs confirm that there's effective liaison and close communication between them and the programme team.

The programme module provides contemporary content, and PLPs confirm that students are up to date and employable on completion of the programme. The theory element of the programme is delivered over 12 weeks using a blended learning approach, with online synchronous and asynchronous learning and face

to face clinical skills. Students complete practice-based learning for a minimum of 150 hours over the duration of the programme, undertaking a minimum of 22.5 hours a week. The assessment of practice is via the all England practice assessment document (PAD) for RtP.

The proposed start date for the programme is 16 September 2021 with two intakes a year in September and January.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

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

The programme is recommended to the NMC for approval. There are three NMC recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐

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Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: To continue to enhance SUC involvement in the delivery and evaluation of the programme. (SFNME R1.12) Recommendation two: The programme team should consider strengthening the information provided to practice assessors and practice supervisors on their role in supporting and assessing RtP students. (SSSA R5.2, R8.4) Recommendation three: The programme team should consider amending all relevant programme documentation to clearly state the maximum number of practice hours that students may be required to complete as stated in the national PAD (that is 450 hours). (SRtPP R2.11)

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Focused areas for future monitoring:	Field specific input on programme.
	SUC involvement with the programme.
	Blended learning approach and balance of face to face versus online teaching.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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)

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NMC Programme standards
The Future midwife: Standards of proficiency for registered midwives (NMC, 2019) *Standards of proficiency for nursing associates* (NMC, 2018) *Standards of proficiency for specialist community 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 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) QA Handbook (NMC, 2020)

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

Programme documentation and discussion at the approval visit provide evidence of effective partnership and engagement between ARU and PLPs, SUCs and students in the development, delivery and evaluation of the RtP programme.

Documentary evidence and discussion at the approval visit confirm there are robust strategic level partnership meetings between ARU and PLPs and these occur at both campuses. There's also evidence of operational level meetings with PLPs that occur bi-monthly.

Students are supported on the RtP programme through either the employer led model or funded by HEE. Applicants on the HEE funded route express an interest in placement in one area and the AEI and PLPs work collaboratively to arrange this.

PLPs, SUCs and students have been involved in the development of the new programme. The student tells us that academic and pastoral support is effective and gives an example of how the programme team responded to feedback about the programme. The student is aware how to raise concerns in practice and has experience of this being effective.

PLPs are involved in recruitment for the programme, currently via Microsoft Teams. SUCs aren't directly involved but have reviewed the interview questions used as part of the recruitment process. An additional group of SUCs were selected to be involved in consultation about the new programme, due to shortage of members in the school patient and carer group. The programme team confirm that they're currently expanding the SUC group and there's evidence of a SUC implementation plan in place across the school to enhance SUC contribution across all programmes. SUCs are involved in reviewing scenarios for podcasts for the RtP programme and are actively involved in other programmes across the school. SUCs confirm that they have training for the role and that ARU listen to their opinion and are responsive to their suggestions. In view of some of the challenges faced with SUC recruitment and the development work regarding SUC contribution to RtP, the programme team are advised to continue to enhance SUC involvement in the delivery and evaluation of the programme. (Recommendation one)

ARU, in partnership with PLPs, have an established framework for the preparation and support for practice supervisors and practice assessors, with online courses available and accessible to anyone free of charge. There's an online practice hub for clinical staff supporting learners, with guidance and handbooks available, along with PADs for programmes. ARU have produced a RtP managers guide, and PLPs tell us there's a good understanding of the RtP programme due to the close working relationship with the university. While the practice hub includes the SRtPP and generic information about support and assessing all students, there isn't a specific practice handbook for RtP. To ensure that RtP students are supported and assessed consistently across PLPs it's recommended that the programme team

strengthen the information provided to practice assessors and practice supervisors on their role in supporting and assessing RtP students. (Recommendation two)

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* **MET** ☒ **NOT MET** ☐ 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 2: *Standards for student supervision and assessment* **MET** ☒ **NOT MET** ☐

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

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 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 return to practice 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).

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Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R.1 confirm on entry to the programme that students are, or were, registered with the NMC

YES ☒ **NO** ☐

R.2 confirm on entry to the programme that students:

R.2.1 demonstrate values in accordance with *the Code*

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

R.2.4 can demonstrate they meet NMC *English language requirements*

YES ☒ **NO** ☐

R.2.5 have capability in literacy to meet programme outcomes

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

R.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 ☒ **NO** ☐

R.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 ☒	**NO** ☐

R.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 ☒ **NO** ☐

Provide an <u>evaluative summary</u> 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

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 ☒ **NOT MET** ☐

R1.6 is met. Documentary evidence and confirmation at the approval visit provide assurance that a student's prior learning and experience are considered to determine the plans for practice learning. This occurs through meetings between the academic assessor, practice assessor and student at the start of the programme and utilising the national PAD. The student completes a self-reflection and then meets with the practice assessor and academic assessor to review proficiency and confirm if any proficiencies can be evidenced as met. Students complete a supplementary PAD to record daily learning and document the tripartite review of proficiencies.

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

MET ☒ **NOT MET** ☐

R1.7 is met. Students complete an online 'step into healthcare' programme prior to commencing the RtP programme. This includes a self-assessment, information on finding and managing information and numeracy and literacy skills development. The RtP programme includes study skills sessions, and students have the use of an online numeracy and drug calculation package (safeMedicate) in addition to university services for study skills and numeracy. These include 'study skills plus', an online resource, in addition to individual appointments and timetabled sessions. Students develop digital and technological skills using the virtual learning environment (VLE) and online delivery of the programme.

Proposed transfer of current students to the programme under review	
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards for return to practice programmes</u> will be met through the transfer of existing students onto the proposed programme. The programme team confirm that there are no students on the current RtP programme who'll 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. The programme team confirm there are no students on current RtP programme to transfer to the SSSA.	
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES** ☒ **NO** ☐	
Outcome	
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 11 June 2021	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐	

N/A

Standard 2: Curriculum

Approved educations 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.

Findings against the standard and requirements

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 ☒   **No** ☐

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

Yes ☒   **No** ☐

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

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☐   **No** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

Yes ☐   **No** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

Nursing associates

Yes ☐   **No** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R2.4 is met. Programme documentation and discussion at the approval visit confirm that the programme supports students to return to their intended area of practice. The learning outcomes reflect the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and the timetable is mapped to the platforms of the FN:SPRN. The timetable indicates where there's field specific content for adult, children's or mental health nursing, facilitated by academic staff with appropriate experience.

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

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

Yes ☒   No ☐   N/A ☐

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

Yes ☐   No ☐   N/A ☒

ARU aren't seeking approval of this route.

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

Yes ☐   No ☐   N/A ☒

ARU aren't seeking approval of this route.

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

Yes ☐   No ☐   N/A ☒

ARU aren't seeking approval of this route.

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐   **N/A** ☐

R2.7 is met. Programme documentation and discussion at the approval visit confirm that the programme includes specific content for each field of nursing practice, which is identified on the programme timetable. Students are taught together for the core elements of the programme and there's regular field specific input scheduled. Students are supported by academic assessors from the appropriate field of practice.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met. Programme documentation confirms that there's both general and professional content to confirm the FN:SPRN and programme outcomes for each part of the register. The timetable includes specific input for each field of nursing practice to enable students to meet the programme outcomes in their field of practice.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

MET ☐   **NOT MET** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

Nursing associates

MET ☐   **NOT MET** ☐   **N/A** ☒

ARU aren't seeking approval of this route.

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 ☒   **NOT MET** ☐

R2.9 is met. The programme timetable includes safeguarding, consent, pharmacology and medicines management and optimisation related to the three fields of nursing practice included within the RtP programme. The PAD includes medicines management assessment and proficiencies related to safeguarding and consent.

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 ☒   **NOT MET** ☐

R2.10 is met. The programme is delivered using a blended learning approach with clinical skills being face to face and the theoretical element online using the university VLE. This is supplemented with other resources, such as safeMedicate and an online clinical skills platform. The student tells us that they prefer online delivery for theory with face to face clinical skills, as this reduces travelling time and enables students to study flexibly. SUCs are involved via a podcast or webinar.

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

MET ☒   **NOT MET** ☐

R2.11 is met. The three-month programme includes weekly theoretical input, and students are required to undertake a minimum of 150 hours of practice during the programme. This may be increased to 450 hours, depending on how long the student has been out of practice and their learning needs. Students undertake variable hours in practice but are required to undertake a minimum of 22.5 hours a week. The programme team set a submission date for the PAD, theory assessment and completion of safeMedicate online exam, and students must complete the programme during this timescale. While the national PAD indicates that there's a maximum of 450 hours in practice, the maximum number of hours in practice isn't included in student facing documentation as this is individually negotiated. The programme team are recommended to consider updating all relevant programme documentation to clearly state the maximum number of

practice hours that students may be required to complete as stated in the national PAD. (Recommendation three)

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome
Is the standard met? MET ☒ NOT MET ☐
Date: 11 June 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s):   N/A
Revised outcome after condition(s) met: MET ☐ NOT 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

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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.

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R3.1 is met. Programme documentary evidence and discussions with PLPs and students confirm that practice learning opportunities are provided to enable students to deliver safe and effective care in their intended area of practice to a diverse range of people. PLPs tell us they use a hub and spoke model to ensure that students obtain a wide range of practice learning experiences, and that they work with RtP students on an individual basis to ensure that practice learning meets their needs. The student tells us that the placement experience is very varied, with them obtaining a wide range of experience in different wards and departments, following a patient journey. PLPs and the student at the approval visit tell us that clinical placements provide sufficient opportunities to deliver safe and effective care. Documentary evidence and discussion with the PLPs confirm that each practice learning environment holds an educational audit and has sufficient practice supervisors and practice assessors to support and assess the students.

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 ☒   **NOT MET** ☐

R3.2 is met. Communication skills and strategies that meet annexe A of the FN:SPRN are included within the programme timetable. The PAD provides evidence that students achieve the required communication and relationship management skills in practice to meet the requirements of annexe A of the FN:SPRN.

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 ☒   **NOT MET** ☐

R3.3 is met. PLP and student feedback at the approval visit confirm that students can access a wide variety of practice learning environments to enable them to gain wider skills and consider the holistic needs of people. PLPs design the students' practice experience to ensure that they experience a range of environments, including specialist services and both acute and community where possible.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Programme documentation and discussion at the approval visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. In addition to online delivery, students are required to access the VLE for mandatory e-learning and to complete an exam online via safeMedicate. Simulation occurs during the clinical skills training on the programme to meet annexe B of the FN:SPRN and facilities include a nursing skills lab and skills space. PLPs also have simulation facilities and opportunities in relation to clinical skill development.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Students are given the opportunity to declare additional needs during the application process, and following assessment students are provided with an online summary of reasonable adjustments. Discussions at the approval visit confirm that reasonable adjustments are applied in the practice setting and that there's close liaison between the programme team and PLPs regarding this. The programme team, PLPs and the student confirm that the individual needs of students are considered when arranging practice learning.

Evidence provides assurance that the following requirements are met:
R3.6 ensure that students are supernumerary. **Yes** ☒ **No** ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met **YES** ☒ **NO** ☐ Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met **YES** ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 11 June 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s): N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT 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.

Findings against the standards and requirements

**Provide an <u>evaluative summary</u> 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**

R4.1 ensure that support, supervision, learning and assessment provided complies
     with the NMC *Standards framework for nursing and midwifery education*
                                                    MET ☒   **NOT MET** ☐

R4.1 is met. ARU documentation, including the programme information, module
specification and PAD mapping, demonstrates evidence of compliance with the
SFNME. Programme documentary evidence and discussion at the approval visit
confirm that there are processes in place to ensure the quality of the practice
learning environment and ensure the supernumerary status of students. Students
are supervised according to their individual learning needs and level of
competence and confidence, with an individual approach in both theory and
practice. Students are allocated to academic assessors with appropriate
experience to their field of practice, with academic assessors working closely with
practice assessors during the programme. Students are provided with reasonable
adjustments in both the theoretical and practice element of the programme and
this is recorded in a statement of reasonable adjustments. The programme team
liaise with the PLP to ensure that reasonable adjustments are applied in the
practice setting.

Discussion at the approval visit confirms that ARU and PLPs work collaboratively
to ensure the wellbeing of students. PLPs confirm that there are strong

partnerships and very frequent communication with ARU and regular meetings at both strategic and operational levels. PLPs confirm that there are appropriate mechanisms in place to respond to concerns regarding student performance in practice and that they're supported by ARU in this.

ARU confirm that there are local agreements in place with all the PLPs to ensure the quality and resourcing in practice settings and that the NHS education contract with HEE is in place commencing September 2021. ARU has a team approach to the delivery and staffing of the RtP programme, with the module leader supported by field specific tutors who act as academic assessors.

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

MET ☒   NOT MET ☐

R4.2 is met. Programme documentation provides evidence that the RtP programme complies with the SSSA. ARU, in partnership with PLPs, has developed an online practice supervisor and practice assessor portal with online practice supervisor and practice assessor preparation courses that are open access with registration. The online portal includes information, handbooks and guidance for practice assessors and practice supervisors. Programme documentation and PLPs confirm the use of a practice learning environment audit tool that's regularly reviewed. PLPs confirm that any concerns regarding practice are discussed at bi-monthly meetings with the university-based education champions. PLPs confirm that they ensure RtP students are appropriately supported and supervised in practice and that their individual needs are met.

Evidence provides assurance that the following requirement is met:

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

YES ☒   NO ☐

Provide an <u>evaluative summary</u> 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 ☒   NOT MET ☐

R4.4 is met. Students are provided with feedback on the theoretical element of the programme through a formative attempt of their summative assessment and via formative attempts on safeMedicate. In the national PAD students obtain feedback during formative assessments of practice. SUCs provide feedback on student performance in practice via the national PAD. PLPs confirm that they provide students with feedback and if action plans are required in practice they're well supported by the AEI.

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 ☒   **NOT MET** ☐

R4.5 is met. Programme documentary evidence confirms that students meet the FN:SPRN and programme outcomes to be readmitted to, or remain on, the NMC register. The PAD for RtP is mapped to the FN:SPRN.

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

MET ☒   **NOT MET** ☐

R4.6 is met. Programme documentary evidence confirms that students are provided with opportunities to meet the communication and relationship management skills and procedures during the theory and practice element of the programme. This is assessed through the national PAD for RtP.

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

MET ☒   **NOT MET** ☐

R4.7 is met. Programme documentation and discussion with the programme team and PLPs at the approval visit assures us that students undertake theory and practice assessments to confirm proficiency in preparation for being readmitted to the NMC register. In practice this is achieved via the national PAD for RtP.

Evidence provides assurance that the following requirement is met:

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

YES   ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R4.9 is met. Programme documentation and discussion with PLPs at the approval visit assures us that students undertake practice assessments which confirm they deliver safe and effective practice and are suitable to be readmitted to, or remain on, the NMC register. This is via the national PAD for RtP.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome
Is the standard met?   MET ☒ NOT MET ☐
Date: 11 June 2021
Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐ NOT MET ☐
N/A

Standard 5: Qualification or credits to be awarded and information on NMC

registration
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.

Findings against the standards and requirements

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 ☒   **NO** ☐   **N/A** ☐
 	
R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and
 	
              YES ☐   **NO** ☐   **N/A** ☒
 	
ARU aren't seeking approval of this route.
 	
R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.
 	
              YES ☒   **NO** ☐

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 11 June 2021

Post event review
Identify how the condition(s) is met:

N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Sources 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	☒	☐
Programme specification(s)	☒	☐
Module descriptors ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
Student facing documentation including programme handbook ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
Practice assessment documentation (PAD) **Please indicate** which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒

Practice placement handbook: ***Please specify route:*** Nursing / field of nursing	☐	☒
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
PAD linked to competence outcomes, and mapped against *Standards for return to practice programmes* (NMC, 2019) for each route: Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
Programme lead: Nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: ARU aren't seeking approval of midwifery, SCPHN or nursing associate routes. There's no specific RtP practice placement handbook, but there's generic practice assessor and practice supervisor guidance and information for all programmes and a supporting online practice hub. This is supplemented by programme specific information in a manager's guide that managers cascade to practice assessors and practice supervisors.		
List additional documentation: Basildon University Hospital CQC inspection report, 19 November 2020 Bedford Hospital NHS Trust CQC inspection report, 4 December 2018 Queens Hospital CQC quality report, 11 March 2020 Southend University Hospital NHS Foundation Trust CQC inspection report, 6 March 2020 The Royal Free Hospital CQC inspection report, 6 January 2021 West Suffolk NHS Foundation Trust CQC inspection report, 30 January 2020		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: September 2018 cohort – one student.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

Nursing & Midwifery Council

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Additional comments:
None identified.

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: ARU is an established AEI and visits to resources aren't required as part of this approval visit.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Joanna Dunn	Date:	18 June 2021
Checked by:	Ian Felstead-Watts	Date:	22 June 2021
Submitted by:	Amy Young	Date:	20 July 2021
Approved by:	Emiko Hughes	Date:	20 July 2021