

Programme approval report

Section one

Programme provider name:	University of Greenwich
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Dartford and Gravesham NHS Trust Guy's and St. Thomas' NHS Foundation Trust Lewisham and Greenwich NHS Trust Kent Community Health NHS Foundation Trust Kent and Medway NHS and Social Care Partnership Trust King's College Hospital NHS Foundation Trust Medway Community Healthcare Oxleas NHS Foundation Trust South London and Maudsley NHS Foundation Trust Maidstone and Tunbridge Wells NHS Trust Private, voluntary and independent health care providers</p>
Programme reviewed:	<p>Return to practice:</p> <p>Nursing:</p> <p>Adult <input checked="" type="checkbox"/></p> <p>Mental health <input checked="" type="checkbox"/></p> <p>Children's <input checked="" type="checkbox"/></p> <p>Learning disabilities <input checked="" type="checkbox"/></p> <p>Midwifery <input checked="" type="checkbox"/></p> <p>Nursing Associate <input checked="" type="checkbox"/></p>

	<p>SCPHN <input type="checkbox"/></p> <p>Nursing/SCPHN <input type="checkbox"/></p> <p>Midwifery/SCPHN <input type="checkbox"/></p>
Title of programme:	<p>Return to Practice - Nursing and Midwifery</p> <p>Return to Practice - Nursing Associate</p>
Academic levels:	
RtP Nursing Adult	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Mental Health	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Children's	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Learning Disabilities	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

RtP Midwifery	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Associate	<p>England only <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Date of approval visit:	31 March 2021
Programme start date: Return to practice:	
Nursing: Adult	20 September 2021
Mental health	20 September 2021
Children's	17 January 2022

Learning disabilities	20 September 2021
Midwifery	17 January 2022
Nursing Associate	20 September 2021
SCPHN	
Nursing/SCPHN	
Midwifery/SCPHN	
QA visitor(s):	Registrant Visitor: Tony Bottiglieri Registrant Visitor: Jan Bowyer

Section two

Summary of review and findings

The University of Greenwich (UoG) school of health sciences (SHS) present for approval a part-time return to practice (RtP) programme with three routes; midwifery, nursing and nursing associate. UoG is an approved education institution (AEI) and established provider of pre-registration nursing in all four fields, midwifery and nursing associate programmes. The RtP programme is a 30-credit module with academic level six learning outcomes for nurses and midwives and academic level five learning outcomes for nursing associates. The programme is delivered over a minimum of three months; it can extend to one year. The programme has one intake in January for the midwifery and child routes and two intakes in September and January for the adult, mental health, learning disabilities and nursing associate routes. The programme is mapped to the Standards for return to practice programmes (SRtPP) (Nursing and Midwifery Council (NMC), 2019), the Standards of proficiency for midwives (SPM) (NMC, 2019), the Standards of proficiency for nursing associates (SPNA) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Programme documentation confirms that the content is delivered through a blended learning mode utilising face to face, virtual learning, simulation and practice placement-based learning. The programme is underpinned by a collaborative employment model, with students required to achieve a minimum of 150 practice hours and up to a maximum of 450 practice hours.

Theoretical content is delivered over two week-long teaching weeks of 10 study days, five in week one and five in week two. Study days incorporate an induction to the programme, generic and discipline specific content. The programme proposes the use of individual learning plans to identify how many hours are required to be completed in the practice learning environment and how this is to be distributed throughout the programme. Students tell us that they're supported in accessing and attending the timetabled study days.

Documentary evidence and discussions at the approval visit confirm there's effective partnership working with local stakeholders including practice learning partners (PLPs), service users (SUs) and students. There's evidence that the programme team have worked closely with PLPs and other AEIs in the production of the England RtP nursing practice assessment document (PAD) and the

England RtP nursing associate PAD. RtP midwifery students are assessed using the approved England and Northern Ireland midwifery ongoing record of achievement (MORA). The RtP nursing PAD, the RtP nursing associate PAD and the MORA provide students with the opportunity to receive feedback from SUs, practice assessors and practice supervisors.

UoG implemented the Standards for student supervision and assessment (SSSA) (NMC, 2018) across all NMC programmes in September 2019.

Documentary evidence and discussions with the programme and senior academic teams confirm that processes are in place to respond to concerns raised by systems regulators, including Care Quality Commission (CQC) reports, to ensure that student practice-based learning isn't compromised.

The approval visit is undertaken remotely due to the COVID-19 pandemic.

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

The programme is recommended to the NMC for approval. Two university recommendations are made.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
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<p>Conditions:</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>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>N/A</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: That the programme team reviews its process of communication with students, for example staff responding to emails in adherence with the university's guidelines and to continue to respond to student needs in challenging and changing environments. (University recommendation)</p> <p>Recommendation two: That the programme team consider holding a mid-module evaluation to sense-check the delivery and overall student experience. An opportune time to do this would be during the block of teaching sessions. (University recommendation)</p>

Focused areas for future monitoring:	None identified.
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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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Confirmed that there's two intakes each year for adult, mental health, learning disabilities and nursing associate routes.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
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) 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)

NMC Programme standards

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

Programme documentation and discussion at the approval visit provides evidence of stakeholder engagement and collaborative partnership working with PLPs in the development of the RtP programme. UoG and PLPs describe examples of processes that provide assurance of shared governance arrangements. These include a practice learning panel, joint action planning in response to adverse CQC reports and collaborative exception reporting to the NMC as required. Practice placement agreements between UoG and associated PLPs are in place to support the programme intentions. Programme documentation, the programme team and PLPs confirm that there's been effective collaboration in developing practice assessor and practice supervisor roles, monitoring student placement capacity and in sustaining educational audits of practice learning environments.

Programme documentation and discussion at the approval visit confirms that there's stakeholder involvement in the co-production and design of the programme. Students describe examples of how their feedback has informed the programme development, including the practice and theory elements of the programme assessment. The SHS has a SU strategy and SU forum. The

development of the programme is informed by SU feedback during a stakeholder group meeting. At the approval visit, we met SU representatives who are involved in the recruitment and selection of students. They tell us that to prepare for recruitment they've undertaken equality and diversity training. SUs tell us that they feel they are a valued part of the programme team and describe examples of their involvement in teaching and simulation sessions. This includes opportunities to act as patients in simulation and attendance at lectures to provide students with insights on SU care concerns.

Programme documentation and discussion at the approval visit confirms that supporting PLPs are involved in the programme application and interview process. Students provide formal evaluation feedback at the end of the programme. Alumni and current students tell us that they are supported during the programme. Students tell us that they receive effective supervision and support in the practice learning environment. They confirm a supernumerary status when undertaking practice learning. Students tell us that that they are encouraged to proactively pursue inter-professional learning (IPL) opportunities. IPL is supported through a hub and spoke practice learning approach.

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).

Findings against the standard and requirements

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 NO

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with [the Code](#)

YES NO

R1.2.2 have capability to behave in accordance with the Code

YES NO

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

YES NO

R1.2.4 can demonstrate they meet NMC [English language requirements](#)

YES NO

R1.2.5 have capability in literacy to meet programme outcomes

YES NO

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

outcomes

YES NO

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 NO

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 NO

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 NO

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

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. Student prior learning and experience is reflected in the development of an individualised learning plan. The practice learning hours that students are required to complete are determined on an individual and specific needs basis. Students undertake a minimum of 150 practice hours; they can undertake up to a maximum of 450 hours. The number of practice hours are further determined by UoG and PLPs using a sliding scale-based approach that considers the length of time since an NMC registration has lapsed. The programme team tell us that students undertake 10 theory days; these are in general non-negotiable. Students do have some flexibility in determining access to additional discipline specific teaching sessions dependant on individual learning need.

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. Documentary evidence and the approval visit confirms that support strategies are available for students to develop their abilities in literacy, numeracy, digital and technological literacy. In the first theory week, timetabled sessions introduce students to the virtual learning environment (VLE) Moodle, Microsoft Teams and to the library. Online learning activities include Studiosity, an online service to support the development of academic writing skills. Clinicalskills.net and programme workbooks support clinical skills teaching. All programme routes ensure that students access resources to develop the numeracy skills required for safe medicines management and drug calculations. Students use safeMedicate and can access additional maths support through the UoG maths and statistics help support service.

The introduction of a learning analytics system indicates the digital footprint of students as they interact with a wide range of UoG systems, including learning management, student and library systems. Using a traffic light rating approach, the use of learning analytics enables UoG staff to identify individual student need and to ascertain areas that may require further support. Students tell us that they receive appropriate support to develop their abilities in numeracy, literacy, digital and technological literacy to meet the programme outcomes.

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 that current students won't transfer to the proposed programme. Students tell us that they are satisfied with the current programme and confirm that they are aware that they won't be transferring to the proposed programme.

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

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

All UoG NMC programmes have transferred 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: 31 March 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 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.

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

Specialist community and public health nurses (SCPHNs)

YES NO N/A

A SCPHN RtP route isn't proposed for approval.

Nursing associates

YES NO N/A

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

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

MET NOT MET

R2.4 is met. The programme design and delivery support students to return to their intended area of practice. The programme specification identifies a total of 40 scheduled teaching hours delivered over 10 days. There are two theory blocks in week one and in week five. Timetables confirm that there's shared IPL and relevant discipline and field specific content sessions. Students tell us that the programme timetables are structured and that the content is contemporary. Programme documentation states that students will undertake a minimum of 150 hours with up to a maximum of 450 hours in their intended practice learning environments. Students who require additional time to achieve the programme outcomes can normally be granted a further 150 hours. Students are allocated to practice assessors, practice supervisors and academic assessors in line with the requirements of the SSSA.

Students tell us that practice assessors and practice supervisors are prepared to support them to achieve the programme practice proficiencies. They describe the process of allocation, induction and orientation to practice learning environments. They tell us about the effective use of staged meetings with practice assessors and practice supervisors who monitor their progress. Students tell us that the

meetings are helpful in identifying any proficiencies that may require additional learning opportunities, including exposure to practice learning in other clinical service areas.

The programme team and documentary evidence confirm that the programme accommodates students utilising an employment and non-employment model when recruiting to the programme. Practice assessors and practice supervisors confirm that they are registered nurses from the same field of practice as students' intended area of practice. The RtP nursing associate PAD confirms that nursing associate students will be assigned to a practice assessor who is either a registered nurse or registered nursing associate and who has appropriate experience to support students in their intended area of practice. Nursing associate academic assessors are identified as registered nurses or registered nursing associates. Nursing students are allocated to academic assessors with appropriate equivalent experience in the same intended field of practice as students.

Returning midwifery students undertake an additional five days taught content to support the full systematic examination of the newborn. The programme team confirm that individual learning plans and student facing programme documentation detail these additional learning requirements. The lead midwife for education (LME) tells us that this additional content can be studied alongside pre-registration student midwives. Midwifery practice learning is undertaken in three main areas of maternity services, community, hospital ante/postnatal ward and labour ward or birth centre. Programme documentation confirms that practice assessors and academic assessors are registered midwives.

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 is 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 NO N/A

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

YES NO N/A

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

A SCPHN RtP route isn't proposed for approval.

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

YES NO N/A

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 NOT MET N/A

R2.7 is met. Documentary evidence and the approval visit confirms that the programme content meets the programme outcomes. Timetables provide detail on the content necessary to meet generic and field specific programme outcomes. Students and the programme team tell us that students are allocated to field specific academic personal tutors who also act as academic assessors. Programme documentation confirms that the programme outcomes are mapped to the FN:SPRN.

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 (Nursing). Programme documentary evidence and the approval visit confirms that the programme is designed to reflect the general and professional content necessary for nurses to return to, or remain on, the register. Field specific proficiencies for nursing are identified within programme content and mapped to the FN:SPRN and identified in the RtP nursing PAD. Students, academic

assessors, practice assessors and practice supervisors use the RtP nursing PAD to confirm achievement of the FN:SPRN. The RtP nursing PAD provides the scope to record feedback and identify development opportunities. Students utilise a learning plan which outlines the standards of proficiency for each part of the register and to plan how these can be achieved. Students tell us that they have the opportunity to learn and develop the skills and proficiencies in annexes a and b of the FN:SPRN.

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

MET **NOT MET** **N/A**

R2.8 is met (Midwifery). The programme is designed around the general and professional content necessary for midwives to return to the register. The programme specification and midwifery timetable confirm details about programme content and assures its delivery. In addition to the timetabled sessions, the LME confirms that the programme content includes the theory and evidence base for full systematic examination of the newborn. Students confirm that they're allocated a midwifery personal tutor, who also acts as the academic assessor.

Students, academic assessors, practice assessors and practice supervisors use the MORA to record feedback and the development towards achievement of the proficiencies that are attained in practice. The MORA is mapped to the SPM and the United Nations Children's Fund United Kingdom Baby Friendly Initiative university standards.

Specialist community and public health nurses (SCPHNs)

MET **NOT MET** **N/A**

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

Nursing associates

MET **NOT MET** **N/A**

R2.8 is met (Nursing associates). Programme documentary evidence and the approval visit confirms that the programme is designed to reflect the general and professional content necessary for nursing associates to return to, or remain on, the nursing associate register. Field specific proficiencies for nursing associate students are identified in the programme content and the RtP nursing associate PAD are mapped to the SPNA. Students, academic assessors, practice assessors and practice supervisors use the RtP nursing associate PAD to confirm the achievement of proficiencies attained in practice. This provides the scope to record feedback and identifies development opportunities for students. Students utilise a

learning plan which outlines the standards of proficiency for each part of the register and to plan how these can be achieved.

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 (Nursing). Programme documentation and the approval visit identifies where specific content such as safeguarding, consent, pharmacology and medicines administration and optimisation are addressed in the programme for students to be readmitted to, or remain on, the register. The RtP nursing PAD ensures that students are able to demonstrate and record the achievement of practice proficiencies. Programme documentation, including the timetable, identifies where specific taught theory and its application to practice is undertaken. PLPs and students provide assurance that the programme appropriately prepares RtP nursing students to be readmitted to, or remain on, the register as a nurse.

R2.9 is met (Nursing associates). Programme documentation and the approval visit identifies where specific content such as safeguarding, consent, pharmacology and medicines administration and optimisation are addressed in the programme for students to be readmitted to, or remain on, the register. The RtP nursing associate PAD ensures that students are able to demonstrate and record the achievement of practice proficiencies for nursing associate practice. Programme documents and the timetable identifies where specific taught theory and practice application is undertaken to update RtP nursing associate students. PLPs and students provide assurance that the RtP programme appropriately prepares RtP nursing associate students to be readmitted to, or remain on, the register as a nursing associate.

R2.9 is met (Midwifery). The midwifery timetable demonstrates how specific content such as safeguarding, consent, pharmacology and medicines administration are addressed in a midwifery context. Students and PLPs confirm that the programme appropriately prepares students to be readmitted to, or remain on, the register as a midwife.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>R2.10 is met. Learning is flexible, both face to face and online, with a broad range of teaching and learning strategies. These include whole group lectures, discipline specific seminars, group activities, case studies, problem-based learning, role play and online learning activities accessed on the VLE Moodle. Students have appropriate scheduled teaching and self-directed learning. Students tell us that the programme is delivered through a blended learning approach. PLPs confirm a commitment to support learning and assessment in practice. Students and PLPs tell us that students are provided with sufficient time to attend timetabled commitments.</p>	
<p>R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.</p>	
	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>R2.11 is met. Students can take up to one year to complete the programme. Programme documentation and discussion at the approval visit confirms that practice hours for all routes range from 150 hours to 450 hours. If students haven't achieved competence after 450 hours, they will normally be awarded an additional 150 hours to support achievement of competence. If students aren't deemed competent, they will be advised to apply for the three-year pre-registration nursing or midwifery programme, or the two-year pre-registration nursing associate programme.</p>	
<p>Practice learning hours are determined in collaboration with PLPs and are flexible for RtP students, who may have other work commitments. The programme team tell us that students are advised to undertake a minimum of two practice learning episodes each week; most PLPs stipulate a minimum of 16 hours per week at interview.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Outcome</p>	
<p>Is the standard met?</p>	
	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Date: 31 March 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:
<p>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</p> <p>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</p> <p>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</p> <p>R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>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</p> <p>R3.6 ensure that students are supernumerary.</p>
Findings against the standard and requirements

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 **NOT MET**

R3.1 is met. The UoG and PLP governance framework confirms that practice learning environment educational audits are jointly undertaken by the UoG and PLPs every two years. Further audits will be undertaken if there's any concerns identified through placement evaluation. There are processes in place that support students to raise and escalate concerns in practice and at the UoG. Students are allocated to educationally audited practice learning environments. PLPs and students confirm that practice learning environments enable students to deliver safe and effective care in their intended area of practice to a diverse range of people.

The programme team and PLPs tell us that placement allocations are coordinated by PLPs to ensure sufficient capacity is maintained for all programme routes. PLPs tell us that allocation is undertaken in partnership between UoG and PLPs and reflects employer workforce requirements. Documentary evidence and discussion with the programme team and students confirm that the application of individual learning plans help to guide student learning need. Practice proficiencies are identified within the respective RtP nursing and RtP nursing associate PADs. Midwifery students undertake practice learning in three areas of maternity services, community, hospital antenatal, postnatal wards and labour wards or birth centres. Individual placement plans are agreed with students and documented in the learning plan. The range of practice experience is evidenced through the proficiencies in the MORA.

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 and relationship management skills are mapped and recorded in the MORA and the RtP nursing and RtP nursing associate PADs. Academic assessors, practice assessors and practice supervisors work with students to plan how their practice learning experience will meet the communication and relationship management skills, procedures and proficiencies in the respective PADs and the MORA.

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. Programme documentation and the approval visit demonstrate how practice assessors and practice supervisors support nursing and nursing associate students to develop the abilities to meet the holistic needs of people. Students and PLPs tell us that nursing and nursing associate students have access to a wide range of practice learning experiences in their intended area of practice to facilitate appropriate learning. Programme documentation and the approval visit confirm that practice placements are planned with PLPs and that nursing and nursing associate students utilise individual learning plans to support learning experiences.

Students returning to midwifery gain experience in both hospital and community settings, demonstrating an ability to meet the holistic needs of women and their families. Students tell us that they experience an appropriate range of maternity care settings. Senior PLP managers tell us that consideration is given to the number of pre-registration midwifery students when providing practice learning environments for RtP midwifery students to ensure adequate resources are available.

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. The programme uses a variety of teaching and learning methods including simulation-based and technology enhanced learning. Students tell us that they have access to a range of digital environments and resources that have been developed to support a high-quality student experience. Examples include the academic support hub, Studiosity, iProgress and safeMedicate. The capabilities associated with digital and technological literacy are embedded within the RtP programme, through the use of the VLE Moodle.

Students have access to a new simulation suite on the UoG Avery Hill campus. Programme documentation and the programme team confirm that a planned approach supports all RtP students to have the opportunity to gain experience of simulation on at least one of the timetabled study days. In addition, PLPs tell us that RtP students have the opportunity to join other programme and/or field specific sessions in practice learning environments.

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. UoG offers a wide range of support for students with a variety of individual needs and disabilities. Students can access disability advisers and dyslexia support tutors in the student wellbeing centre. All RtP students have discipline specific personal tutors.

The practice experience required by individual students is determined by previous experience, length of time since they lapsed from the NMC register and the placement area that they are returning to. Individual learning plans are agreed between the student, UoG and PLPs. The learning plans take into account any reasonable adjustments. One student gave an example of how the shift pattern and duration had been changed to accommodate their individual health needs.

Students tell us that they are aware of how to access the UoG's disability support services and of the opportunity to self-disclose a disability during the recruitment and selection process. Students tell us that guidance is provided in student facing programme documentation and reaffirmed during induction to the programme. PLPs tell us that UoG advise them if reasonable adjustments are required and that student learning is monitored.

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: 31 March 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
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 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

R4.1 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. Documentary analysis and the approval visit confirms that UoG induction, education, ongoing development and support for academic staff ensures compliance with the SFNME. Staff curricula vitae confirm that UoG has sufficient suitably qualified and experienced midwifery and nursing lecturers to deliver the programme and provide academic support and feedback. Students returning to nursing, midwifery and nursing associate practice have personal tutors, who act as academic assessors.

The SHS senior management team, PLPs and practice assessors provide assurance that there are effective partnerships, policies and procedures in place to ensure the requirements of the SFNME and the SSSA are met and support the management of students in practice learning environments. Senior PLP managers confirm that there are adequate staff resources to support supervision, learning and assessment in practice learning environments. Students tell us that they are supervised in practice learning environments and that learning and assessment are supported.

Programme documentation confirms the application of a robust process in appointment of field specific external examiners who are NMC registrants.

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. Documentation and discussion at the approval visit confirms evidence of compliance with the SSSA. The SSSA was implemented by UoG and PLPs in September 2019. All nursing, nursing associate and midwifery students are allocated to field and profession specific practice assessors and practice supervisors. Field and profession specific academic assessors are assigned to students for the duration of the programme.

The programme team and programme documentation confirm the adoption of the national RtP PADs for nursing and nursing associate students and the RtP MORA for midwifery students. Students and PLPs tell us that practice assessors and practice supervisors meet with students regularly to monitor, review and confirm student progress. This is undertaken at initial, mid-point and final summative assessment meetings. The programme team and PLPs tell us that practice proficiencies are confirmed by practice assessors and moderated and agreed by

academic assessors. Progression and achievement of the FN:SPRN, the SPNA, the SPM and the SRtPP are recorded in the RtP nursing and RtP nursing associate PADs and the midwifery RtP MORA.

Communication between practice assessors and students at the initial and mid-point review meetings and the final holistic summative assessment is recorded in the respective PADs and the MORA. Meetings held with practice assessors, practice supervisors, academic assessors and academic link staff are recorded in the respective PADs and the MORA.

PLPs confirm that there's a preparation programme for practice assessors and practice supervisors that includes specific RtP preparation. Practice assessors tell us that they have appropriate preparation and have an understanding of their roles. Academic assessors tell us they undertake a preparation programme provided by SHS to ensure they are suitably prepared for the role.

Students confirm that they are well supported by practice assessors and practice supervisors in practice learning environments. There's a nominated person in each practice learning environment to provide support for students if they have any concerns.

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 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 NOT MET

R4.4 is met. The UoG assessment and feedback policy define the fundamental principles and requirements for assessments. The feedback policy indicates that feedback can take a variety of forms and that it should be constructive and help students to improve future work. Feedback is provided for both the theoretical and practice components of the programme. Students are required to submit a formative reflection by week five of the programme and they receive discipline specific feedback. Programme documentation and the approval visit demonstrates how practice assessors and practice supervisors support students to develop the

ability to meet the holistic needs of people. Students and PLPs tell us that students have access to a wide range of practice learning environments that facilitate learning within their intended area of practice. Programme documentation and the approval visit confirm that practice learning placements are planned with PLPs and that students utilise their individual learning plan.

Programme documentation and discussion at the approval visit confirms that the use of timely and constructive feedback is provided in formative formats from a variety of people to support student development. Students tell us that feedback provided by academic field specific tutors, practice assessors and practice supervisors is constructive and responsive. The RtP nursing and RtP nursing associate PADs and the MORA facilitate continuous feedback from practice assessors and practice supervisors regarding student clinical progress and competence. This is supplemented by SU feedback recorded in the respective PADs and MORA. There's an initial meeting with practice assessors and at least two progress reviews before the summative holistic assessment in practice. Practice assessors confirm that academic assessors and link lecturers are accessible should there be any concerns regarding student progression. They tell us that the guidance on raising concerns is detailed in the RtP nursing and RtP nursing associate PADs and the MORA.

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. There's appropriate mapping of the curriculum and practice assessment documentation to ensure throughout the programme students meet the FN:SPRN, the SPNA, the SPM and the programme outcomes.

Programme documentation confirms that programme outcomes are assessed through formative and summative assessments in theory and in practice learning environments. Students are required to pass both summative components of the programme, a portfolio of evidence that includes five reflections and the assessment of practice. The programme team and PLPs confirm that student progress and the completion of the required practice hours are monitored and recorded. Student practice learning is facilitated by practice assessors and practice supervisors who record student progress towards achievement of the SPM in the MORA. Achievement of the FN:SPRN and the SPNA is recorded in the respective RtP nursing and RtP nursing associate PADs. The programme team tell us that this is reviewed and confirmed by academic assessors. Students and PLPs confirm that they are confident that the programme effectively prepares students for readmission to, or remaining on, the NMC register.

The programme team and programme documentation confirm the process for reassessment in the event of a student not achieving the requirements of the programme.

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

MET **NOT MET**

R4.6 is met. The programme learning outcomes and assessment strategy evidences the development of communication and relationship management skills throughout the programme. Timetables and online activities provide evidence of theoretical learning to support the development of communication and relationship management skills and procedures in practice learning environments. Midwifery, nursing and nursing associate RtP students must demonstrate communication and relationship management skills and procedures. These skills are explicitly assessed in practice and evidenced in the respective RtP PADs and the MORA.

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. Academic assessors meet with students and practice assessors at a final meeting to confirm achievement of the proficiencies in practice. Programme documentation and discussion at the approval visit confirm that all midwifery, nursing and nursing associate proficiencies must be achieved to enable students to be readmitted to, or to remain on, the register.

PLPs and students tell us that the programme prepares them with the necessary skills and knowledge for readmission to, or in remaining on, the register.

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 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 **NOT MET**

R4.9 is met. Documentary evidence and the approval visit provide assurance that, upon successful completion of the programme, students have the ability to deliver safe and effective care suitable for readmission to, or remaining on, the register.

UoG has an established fitness to practise policy for managing student fitness to practise concerns. Students complete a good health and good character declaration on completion of the programme. This informs the programme lead and the LME decision to sign the supporting declarations for completing students.

Programme documentary evidence and discussion at the approval visit confirms that students require a disclosure and barring service check and occupational health clearance as part of admission to the programme. The programme team and PLPs confirm that practice learning environments must have a suitable educational audit in place to ensure the suitability of practice learning. Practice learning environments ensure that students have the opportunity to achieve the relevant Standards of proficiency.

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: 31 March 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

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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

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: 31 March 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

Section four

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors Please specify route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook Please specify route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A RtP route for SCPHN is not offered on this programme.		
List additional documentation:		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: RtP adult, September 2020 x three RtP mental health, September 2020 x one Alumni, adult x one Alumni, midwife x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Virtual learning environment		
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: UoG is an established AEI who provide NMC approved programmes; visits weren't necessary.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Tony Bottiglieri Jan Bowyer	Date:	9 April 2021
Checked by:	Bernadette Martin	Date:	23 April 2021
Submitted by:	Amy Young	Date:	10 June 2021
Approved by:	Leeann Greer	Date:	11 June 2021