![Nursing & Midwifery Council logo] Better, safer care through quality assurance of nursing, midwifery and nursing associate education. ![Mott MacDonald logo]

Programme approval report

Section one

Programme provider name:	University of Lincoln
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Lincolnshire Community Health Services NHS Trust Lincolnshire Partnership NHS Foundation Trust Nottingham University Hospitals NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust United Lincolnshire Hospitals NHS Trust Private voluntary and independent health care providers
Programme reviewed:	**Return to practice:** **Nursing:** Adult ☒ Mental health ☒ Children's ☒ Learning disabilities ☐ **Midwifery** ☐ **Nursing Associate** ☐ **SCPHN** ☐ **Nursing/SCPHN** ☐ **Midwifery/SCPHN** ☐

Title of programme:	Return to Practice (Adult)
	Return to Practice (Mental Health)
	Return to Practice (Child)

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 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 SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
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:	7 July 2021
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN** **Nursing/SCPHN** **Midwifery/SCPHN**	4 October 2021 4 October 2021 4 October 2021

QA visitor(s):	Registrant Visitor: Pepsi Takawira

Summary of review and findings

The University of Lincoln (UoL), an established approved education institution (AEI), school of health and social care (the school) is seeking approval for a return to practice (RtP) programme in the fields of adult, mental health and children's nursing. The programme design makes clear that the RtP programme enables students to return to their respective fields of nursing practice. Programme documentation and the approval visit provide assurance that curriculum content, modes of delivery and practice learning experiences are designed to enable students to meet the Standards for RtP programmes (SRtPP) (Nursing and Midwifery Council (NMC), 2019).

The programme is proposed for delivery from 4 October 2021.

The Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and SRtPP are clearly addressed within the programme.

The approval process demonstrates robust and effective partnership working with practice learning partners (PLPs) in the co-production, co-delivery and evaluation of the programme at strategic and operational levels. UoL has an established range of processes and mechanisms to support student learning in both the theoretical and practice elements of the programme. These are further supported by PLPs and service users and carers (SUCs). There's evidence that PLPs and SUCs contribute to selection and admission processes.

The programme is comprised of one 15-credit module at academic level six taught across one semester of 15 weeks. The minimum practice hours for completion of the programme is 150 which may be adjusted, based on student need, to a maximum of 450 hours. UoL is adopting the England RtP nursing practice assessment document (PAD) and related mapping and guidance. This PAD has been developed by the West Midlands RtP group in collaboration with PLPs, academic staff, RtP students and SUCs across England.

Issues raised in Care Quality Commission (CQC) quality reports necessitating actions by the AEI and associated PLPs to assure the quality of student practice learning placements are addressed. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning.

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

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

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

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 ☐
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: The programme team should consider a student pre-assessment to establish capability for digital and technological literacy and seek to strengthen information technology (IT) support throughout the programme. (SRtPP R1.2.6, R1.7) (NMC and university recommendation) Recommendation two: The programme team should consider strengthening student engagement in terms of feedback and module evaluation. (SFNME R3.18) (NMC and university recommendation)
Focused areas for future monitoring:	None identified.

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

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) *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 provides assurance of effective partnership working and meaningful engagement between the UoL, students, PLPs and SUCs. Partnership meetings with the head of nursing and PLPs at strategic and operational levels evidence that PLPs are listened to and their views included in programme development. It's evident how PLP and SUC engagement has shaped the proposed programme.

Documentary analysis and discussion at the approval visit provide evidence of shared responsibility with PLPs for theory and practice learning, supervision and assessment. PLPs confirm their involvement in the West Midlands practice learning group which created several of the training materials used within the practice learning environments to support the implementation of the SSSA. The UoL, in partnership with PLPs, ensure oversight for practice supervision and assessment which adhere to the SSSA. Partnership working is robust and effective at strategic levels for the delivery of the RtP programme. Lines of communication and accountability for development, delivery, quality assurance and evaluation of the programme is established as part of these partnership arrangements.

The UoL has an identified lead for SUCs who coordinates their involvement across all programmes in the school. SUCs tell us about their positive relationship with the UoL which enables them to feel valued members of the team. SUCs confirm they're effectively prepared and supported in their work with students. They confirm their involvement in programme development, delivery and evaluation. Examples of co-production in the design and development of the programme are provided by members of 'together group' which is an established service user group within the UoL. Together group members' involvement includes selection of prospective students. The group spoke passionately about facilitating student engagement using the modem of 'the human library', where stories of their lived experiences are used to enhance the learning experience.

Current RtP students tell us that there's a variety of feedback opportunities throughout the programme. These include both informally and in more formal processes such as subject boards, student support forums and programme representatives' meetings with the school's director of teaching and learning. We note that students weren't consulted in the development of the proposed programme. It's recommended that student engagement in terms of feedback and module evaluation is strengthened. (Recommendation two)

Students tell us that they're well supported in all aspects of student life and that feedback is responsive and timely. A clear focus on inter-professional learning is evident throughout the programme in both practice and theory.

The senior management team and PLPs confirm there are sufficient resources to support the delivery of the programme in both academic and practice learning environments.

At the approval visit PLPs confirm that there's robust partnership working with the UoL. They tell us that the communication process between the UoL and PLPs is highly effective. PLPs and UoL confirm they undertake joint recruitment and selection of students for the programme. PLPs confirm that mechanisms are in place for timely feedback in relation to student practice learning experiences.

Programme documentation and the approval visit confirm that effective governance systems are in place to assure compliance with the legal, regulatory, education and professional requirements.

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. Programme documentation and confirmation at the approval visit provide assurance that the programme is flexible to accommodate mixed cohorts of returning nurses with a range of learning needs and prior experience as registered professionals. Student prior learning and experiences are considered in determining the practice hours required for completion of the programme. The pre-programme self-assessment information, including a 'skills scan' checklist, is used collaboratively with the personal tutor and seminar lead to determine student

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learning and development needs. The theory element is delivered over a six-day period using a blended learning approach. The length of the programme, and in particular the number of hours in clinical practice, depends on the needs of each individual student.

Students tell us that they're supported prior to commencing the programme to identify their specific practice learning needs, and required practice learning time is determined in relation to their prior experience and time elapsed since being in practice. Students are confident that the practice time allocated enables them to complete the required FN:SPRN.

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. Programme documentation and the approval process provide assurance that there are robust processes to support students to develop numeracy, literacy, digital and technological literacy sufficient to meet programme outcomes.

Alumni students tell us that they weren't prepared for the level of IT skills required to effectively engage with the programme. It's recommended the programme team consider a pre-assessment to establish capability for digital and technological literacy and seek to strengthen IT support throughout the programme. (Recommendation one)

All students have access to shared learning opportunities and online resources for study skills and numeracy throughout the programme. Additional support is available from student services and the library services.

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.

There are no current students transferring to the proposed RtP 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. Students on all NMC programmes at the UoL have already 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:** 7 July 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	**YES** ☒	**NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

RtP midwifery isn't presented for approval.

Specialist community and public health nurses (SCPHNs)

YES ☐ **NO** ☐ **N/A** ☒

RtP SCPHN isn't presented for approval.

Nursing associates

YES ☐ **NO** ☐ **N/A** ☒

RtP nursing associate isn't presented for approval.

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 the programme team confirm that the programme supports students' learning in their attended area of practice. The programme length and content are mapped against the FN:SPRN to enable students to return to their intended area of practice. Students confirm that they're supported in both theory and practice learning.

Practice learning takes place in field specific environments. The RtP nursing PAD is mapped against the FN:SPRN and the SRtPP. PLPs have extensive experience of supporting RtP students. They confirm practice learning placements are selected to enable students to achieve programme outcomes and that RtP students are supported and assessed by practice supervisors and practice assessors in accordance with the SSSA. PLPs confirm that they provide practice learning opportunities which offer RtP students a fair opportunity to demonstrate the FN:SPRN and meet programme outcomes.

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** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as midwives.

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

YES ☐ **NO** ☐ **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as SCPHNs.

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

YES ☐ **NO** ☐ **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as nursing associates.

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. Documentation and evidence from the approval visit confirm that the module learning outcomes are mapped against the SRtPP. The taught theoretical component of the programme is generic across all fields of nursing with students' specific professional knowledge being built upon using field specific critical discussions relevant to their field of practice. This forms part of the theory portfolio. The programme curriculum is structured and sequenced to enable students to manage their learning experience effectively and at increasing levels of complexity throughout the programme. The programme team describe a range of learning and teaching strategies including simulation-based learning for skills.

The RtP nursing PAD will support student assessment of the FN:SPRN for their intended area of practice. Episodes of care assessed by the practice assessor will provide opportunities for students to demonstrate the FN:SPRN and knowledge to provide care for service users within the area of practice to which they're returning.

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. The programme documentation and discussions at the approval visit demonstrate the general and professional content enabling students to meet the FN:SPRN to return to the register as a registered nurse. Students are expected to reflect upon and critically explore specialist issues and apply their learning, skills and knowledge to the context of their professional field of nursing practice. The programme team tell us of the working relationships between the academic team, practice supervisors and practice assessors appropriate to support the student to achieve the FN:SPRN and programme outcomes in the relevant field of nursing practice. The RtP PAD supports student assessment of the FN:SPRN for their field and intended area of practice. The UoL leadership team confirm that there are adequate resources to support the programme.

Midwives to be readmitted to, or remain on, the register as midwives
MET ☐   **NOT MET** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as midwives.

Specialist community and public health nurses (SCPHNs)

MET ☐   **NOT MET** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as SCPHNs.

Nursing associates

MET ☐   **NOT MET** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as nursing associates.

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. Programme documentation and discussions at the approval visit evidence that safeguarding, consent, pharmacology and medicines administration and optimisation are addressed within theory and the RtP PAD. The proposed programme has been collaboratively developed with relevant PLPs from all fields to ensure appropriate field specific content. Students tell us that they're supported to achieve relevant competencies and skills in clinical practice. Documentation and discussion at the approval visit confirm how the principles of consent, safeguarding, medicines management and optimisation and pharmacology are introduced and developed through the programme and more specifically in each field of nursing practice.

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 team have experience and established understanding of the learning needs of RtP students. More specifically that RtP students may require additional support initially to optimise their engagement with technology based flexible learning. The RtP programme is delivered via blended learning. Programme documentation and discussion at the approval visit confirm the use of a range of teaching and learning strategies which include the Blackboard (virtual learning environment (VLE)) system, lectures and group work. Students tell us they're well supported by the UoL and by PLPs in practice to

develop their IT skills and access learning resources. Face to face skills sessions provide students with the opportunity to develop and update the FN:SPRN. Students have access to Elsevier clinical skills as an additional resource.

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 RtP programme documentation and discussion at the approval visit identifies that the programme is delivered using a blended learning approach over six days of taught theory. This is complemented by directed-self-study. Students are required to attend a minimum of 150 practice learning hours. These hours can be increased to 450 hours depending on the individual needs of the student. The information from self-assessment and the length of time that has passed since the student last practiced or since their NMC registration lapsed (whichever is longer) is used to confirm the number of practice hours required. The programme team tell us that they negotiate additional time for students based on individual need. This must be completed within a year of the student commencing the programme. Students tell us they feel ready to return to practice following their time in placement and feel supported by practice supervisors, practice assessors and academic assessors.

PLPs tell us they welcome RtP students and that they support them to achieve the FN:SPRN.

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: 7 July 2021

Post event review

Identify how the condition(s) is met:

![Nursing & Midwifery Council logo]

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

MOTT MACDONALD

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 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. Documentary evidence and discussions at the approval visit provide assurance that there are sufficient practice learning opportunities to enable RtP nursing students to develop and meet the FN:SPRN to deliver safe and effective care, to a diverse range of people in their intended area of practice. Discussions with PLPs, the programme team and students confirm that students have appropriate placement learning experiences.

Practice allocations are agreed in collaboration with practice education teams to ensure that the practice learning environments can offer the range of experiences the students require to confirm the delivery of safe and effective care. Students are placed in a hub practice learning environment, and spoke arrangements, if required, are negotiated between the practice education team and practice learning settings before the student commences their placement. This approach assures a variety of practice learning opportunities are available for the student.

There's a joint process between PLPs and the UoL for managing fitness to practise issues. PLPs and students confirm they understand the cause for concern process.

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. The programme specification and proposed timetable outlines the indicative content which includes communication and interpersonal skills. The programme team confirm that there are opportunities for students to practice their communication and relationships management skills in simulation.

The RtP nursing PAD incorporates communication and relationship management skills and records achievement of the relevant FN:SPRN. Students are required to evidence learning in relation to communication and relationship management skills and nursing procedures within their programme, and demonstrate how they meet these in practice in the RtP nursing PAD. The development of their skills is reviewed, confirmed and recorded in the RtP nursing PAD by practice assessors and practice supervisors.

Documentary evidence and discussions at the approval visit provides assurance that practice supervisors, practice assessors and academic assessors work with

students to plan their practice learning experience in meeting the communication and relationship management skills, procedures and relevant 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. Documentary evidence and the approval visit provide assurance that practice supervisors, practice assessors and academic assessors work with students to plan how their practice learning experience will meet the FN:SPRN. The programme team and PLPs confirm there are sufficient practice learning environments for each field of nursing practice for a range of settings where students can meet the holistic needs of people. Students confirm this. Practice placements are allocated between the UoL's established placement team and the PLP offering RtP practice learning opportunities. PLPs confirm that students are provided with opportunities to experience care of SUCs in a variety of different settings, including child, mental health, learning disability and adult care settings. There's an established midlands practice learning expansion group which manages practice learning capacity issues in the region.

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 the approval process confirms that simulation is used effectively and proportionately to support and enhance skills teaching. The programme team and students confirm that support is provided to students to engage with technology using simulation models and equipment. Use of such equipment enhances preparation of RtP students in carrying out nursing procedures in practice and supports students to develop their proficiency in procedures such as catheterisation and cannulation. PLPs confirm students have access to similar learning opportunities using their resources whilst they're in practice placement.

Students are introduced to the VLE at the start of the programme. Use of the VLE is integrated throughout to support all programme activities.

Students are also supported to access Elsevier clinical skills online software for guided and self-directed learning activity. Students confirm that this interactive skills package is an effective way to build students' capabilities and confidence in clinical skills.

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

MET ☒ **NOT MET** ☐

R3.5 is met. Programme documentation and discussions at the approval visit provide assurance that there are processes in place for managing reasonable adjustments. The programme team confirm that students have access to student wellbeing and support services to enable support for individual circumstances. Students confirm their awareness of the support on offer. PLPs confirm that reasonable adjustments are made in practice and students confirm awareness of this.

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: 7July 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. Programme documentation and discussion at the approval visit confirm that supervision, support, learning and assessment complies with the SFNME. Each practice learning environment has an educational audit.

There are policies in place supporting quality assurance of the programme. Placement audits are undertaken by the UoL or other AEIs in the region to assure the quality of placement learning environments. There's documentary evidence that audit management processes are in place, including the sharing of information with other AEIs in the region.

The programme team and PLPs tell us that staff involved in student support, supervision and assessment are suitably prepared and undergo appropriate updates. PLPs confirm there are enough practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students tell us they're aware of what support they can access in academic and practice learning environments. Students confirm they're well supported in the AEI and in practice areas. Students are allocated a field specific academic assessor. The leadership team confirm that there are sufficient staffing resources to support field specific learning and assessment.

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. Documentary evidence in gateway two and discussions at the approval visit confirm robust processes for preparation for the SSSA. The role and responsibilities of practice supervisors and practice assessors are detailed in programme documentation. RtP students are supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors.

We find that PLPs, practice assessors and practice supervisors have a clear understanding of the requirements of the SSSA and in particular the unique needs of RtP students. A regional approach to the supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors and practice assessors. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment.

Students tell us they're allocated to a practice assessor at the beginning of the practice experience and are supervised by practice supervisors who support learning and provide feedback. Students and practice assessors tell us that they're able to meet at set times to review learning and achievement in practice.

There are robust communication processes in place which ensure joint agreement on the monitoring of student progress, providing practice supervisors with sufficient opportunities to engage with practice assessors and academic assessors. PLPs describe the robust structure of the link lecturer and academic assessor roles undertaken by the RtP programme team. They confirm this is responsive in supporting students as they progress through the programme.

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. Programme documentation and the approval process provide assurance that there are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. The assessment process provides feedback to students on their performance and achievement. Students confirm they receive a good level of support within the AEI and in practice learning environments.

The RtP nursing PAD provides opportunities for students to receive feedback about their progress in practice learning from practice supervisors, practice assessors and SUCs. Practice supervisors record their feedback on the student's progress and proficiency. Students tell us they receive regular feedback from a range of practice supervisors and have opportunities to develop their specific learning needs. Students tell us they feel supported in practice by academic assessors.

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. Documentary evidence and the approval visit provides assurance that the programme enables students to meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register. Programme documentation and the RtP nursing PAD is mapped to the FN:SPRN. Students who are successful in their summative academic and practice assessment will meet the FN:SPRN and programme outcomes.

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

MET ☒ **NOT MET** ☐

R4.6 is met. Documentary analysis and discussion at the approval visit demonstrate that communication and relationship skills and procedures are included in the programme content and assessed in practice with the RtP nursing PAD. Within the RtP nursing PAD communication and relationship skills are mapped to the FN:SPRN.

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 the approval process provides assurance that the programme is designed to confirm proficiency in preparation for being readmitted to, or remaining on, the register. Academic assessment is designed to ensure student proficiency in professional knowledge specific to the returner's field of practice. Documentary evidence and the approval visit confirm that at the end of the programme students will have completed all practice learning requirements. Alumni and PLPs confirm that the programme enables RtP students to demonstrate safe and competent practice to return to, or remain 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 <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 the approval process confirm that the programme assures students' safe and effective practice and suitability to be readmitted to, or remain on, the register. Completion of programme outcomes, relevant FN:SPRN and declaration of health and character contribute to confirming students' safe and effective practice and suitability. There's a robust mechanism in place for failing and reassessing students who don't demonstrate safe and effective practice.

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: 7 July 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** ☐

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: 7July 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	☒	☐
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: There's no midwifery, SCPHN or nursing associate RtP route presented for approval.		
List additional documentation: None identified.		
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: January 2021 RtP nursing alumni x two		
Service users and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒

Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: The UoL is an established AEI and visits to resources weren't required.		
Additional comments: System regulator reports list: Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, CQC inspection report, 19 February 2020 Lincolnshire Community Health Services NHS Trust, CQC inspection report, 27 September 2018 Lincolnshire Partnership NHS Foundation Trust, CQC inspection report, 22 June 2020 United Lincolnshire Hospitals NHS Trust, CQC inspection report, 17 October 2019		

Issue record			
Final Report			
Author(s):	Pepsi Takawira	Date:	14 July 2021
Checked by:	Ian Felstead-Watts	Date:	21 July 2021
Submitted by:	Amy Young	Date:	12 August 2021
Approved by:	Leeann Greer	Date:	13 August 2021