

Programme approval report

Section one

Programme provider name:	University of Ulster
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Belfast Health and Social Care Trust Northern Health and Social Care Trust South Eastern Health and Social Care Trust Southern Health and Social Care Trust Western Health and Social Care Trust
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 type="checkbox"/></p> <p>Specialist community public health nursing <input type="checkbox"/></p> <p>Nursing Associate <input type="checkbox"/></p>
Title of programme:	Return to Practice Nursing
Academic levels:	
RtP Nursing Adult	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<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 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 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</p>

	<input type="checkbox"/> Level 11											
RtP Nursing Associate	England only (Nursing Associate) <input type="checkbox"/> Level 5 England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11											
Date of approval visit:	6 May 2021											
Programme start date: Return to practice: Nursing: Adult Mental health Children's Learning disabilities Midwifery Specialist community public health nursing: Health visiting School nursing Occupational health nursing Family health nursing Generic Nursing Associate	<table border="1"> <tr><td>13 September 2021</td></tr> <tr><td>13 September 2021</td></tr> <tr><td>13 September 2021</td></tr> <tr><td>13 September 2021</td></tr> </table> <table border="1"> <tr><td> </td></tr> </table> <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <table border="1"> <tr><td> </td></tr> </table>	13 September 2021	13 September 2021	13 September 2021	13 September 2021							
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QA visitor(s):	Registrant Visitor: Pepsi Takwira											

Section two

Summary of review and findings

The University of Ulster (UU), an approved education institution (AEI), school of nursing (the school) present for approval the return to practice (RtP) nursing programme, in the fields of adult, mental health, learning disabilities and children's nursing. The programme design confirms that the programme enables students to return to their respective fields in nursing. 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).

UU seek approval of a satellite campus in Belfast. A virtual tour of the proposed Belfast campus resources and facilities, and discussion with school leadership representatives and the programme team, provide assurance that there's a parity of learning experience for students studying at the Belfast campus. There are agreed transitional arrangements for relocating staff and students from the Jordanstown campus to the Belfast campus. The programme is proposed for delivery from September 2021.

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

The programme is commissioned by the Northern Ireland (NI) Department of Health. The approval process demonstrates robust and effective partnership working with practice learning partners (PLPs) at strategic and operational levels. PLPs, service users and carers (SUCs) and students have contributed to the co-production, co-delivery and evaluation of the programme. UU 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. AEIs in NI have adopted the NI regional model for the implementation and operationalisation of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The programme is comprised of one 40 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 can be increased, based on individual student

learning needs, to a maximum of 450 hours. The RtP practice assessment document (RTPAD) and related mapping and guidance are used to support supervision and assessment in the practice learning environment. The RTPAD has been developed in alignment with the pre-registration nursing Northern Ireland practice assessment document to ensure the regional approach to assessment in practice is maintained.

Any issues raised in system regulator reports that require the attention of UU and associated PLPs to assure the quality of student practice learning environments are addressed. Evidence confirms that action plans are developed in collaboration with PLPs to mitigate risks to student practice 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 SSSA 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

<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: Consider further opportunities for SUCs to be involved in the summative assessment of students. (SFNME R5.14) (NMC and university recommendation)</p> <p>Recommendation two: Monitor the involvement of practice assessors in simulation processes used to address any outstanding proficiencies. (SFNME R3.4; SSSA R3.3; SRtPP R3.4) (NMC and university recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

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 type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for return to practice programmes (NMC, 2019)</p> <p>Return to practice standards (NMC, 2019)</p> <p>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</p> <p>Standards for competence for registered midwives (NMC, 2009)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards of proficiency for nursing associates (NMC, 2018)</p> <p>Standards of proficiency for specialist community public health nurses (NMC, 2004)</p> <p>Standards for specialist education and practice (NMC, 2001)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

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 assurance of effective partnership working and meaningful engagement between UU and stakeholders. Partnership meetings at strategic and operational levels evidence that stakeholders are listened to and their views included in programme development. It's evident that stakeholder engagement has shaped the proposed programme.

UU has an identified lead for SUCs who coordinates their involvement across all programmes in the school. SUCs tell us about their positive relationship with UU which enables them to feel valued members of the team and that they're effectively prepared and supported in their involvement with students. They confirm their involvement in the programme development, recruitment, delivery, and evaluation. Representatives of the people engagement in education and research (PEER) group, an established SUC group at UU, describe examples of their involvement in the co-production, design and development of the programme. They tell us that members of the PEER group contribute to the selection of prospective students. Programme documentation and SUCs tell us that they're involved in the recruitment and selection process and provide feedback in the RTPAD. The programme team consider how to further enhance the opportunities for SUCs to be further involved in summative assessments. (Recommendation one)

Students tell us that there's opportunities for them to feedback throughout the programme. Formal feedback processes include staff student consultative committee meetings. Students feel that their voice is heard and their feedback affects change across the programme; they tell us how programme evaluations are used to inform the proposed programme. Students tell us that they're well supported in all aspects of the programme and at UU. They confirm they receive feedback that is responsive and timely. Students tell us that they understand how

to raise any concerns in practice learning environments and at UU. Student facing documentation clearly details the process for raising and escalating concerns.

The senior school management team and PLPs confirm there are sufficient resources to support the delivery of the programme in both academic and practice learning environments. PLPs confirm that there's robust partnership working with UU. They tell us that the communication processes between them are effective. PLPs and UU confirm their involvement in a partnership approach to the programme recruitment and selection process. 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 students' prior learning and experiences are considered in determining the practice hours required for completion of the programme. The programme is delivered over 15 weeks with consideration given to prior experience, length of time lapsed from the NMC register and any experience gained or undertaken during the lapsed period to keep updated. Students undertake a reflective self-assessment of prior learning and experience that informs consideration of their learning needs. The length of the programme, and in particular the number of hours in clinical practice, depends on individual student need.

Students tell us that they're supported prior to commencing the programme to identify their specific practice learning needs. Students are confident that the practice time allocated enables them to complete the required proficiencies.

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

MET **NOT MET**

R1.7 is met. Programme documentation and the approval visit provide assurance that there are robust processes to support students to develop numeracy, literacy and digital and technological literacy sufficient to meet the programme outcomes. During induction, and throughout the programme, support is available from the programme team at UU. Students have access to the UU digital services, including Studiosity, to support online academic writing skills. Studies advisors support individual students. Students can complete the online Jisc discovery tool that supports and helps them to identify their specific digital and technological literacy needs. This online tool generates a personal digital capability report that students can use to discuss with studies advisors. Link lecturers offer support for numeracy and literacy development in the practice learning environment. Students confirm that these resources are effective in supporting their progression towards achievement of the programme outcomes and completion of academic assessments.

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.

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 UU 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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 6 May 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Curriculum
<p>Approved educations institutions, together with practice learning partners, must:</p> <p>R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education</p> <p>R2.2 comply with the NMC Standards for student supervision and assessment</p> <p>R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency</p> <p>R2.4 design and deliver a programme that supports students to return to their intended area of practice</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 state routes within the return to practice programme that allows:</p> <p>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</p> <p>R2.6.2 midwives to be readmitted to, or remain on, the register as midwives</p>

- 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

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 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. Programme documentation and the approval visit confirms that the programme supports students to learn in their intended area of practice. The programme content is mapped against the FN:SPRN and enables students to return to their intended area of practice. Students confirm that they are supported in both theory and practice learning.

The RTPAD is mapped against the FN:SPRN and the SRtPP, ensuring that there's opportunities for learning that ensure students to meet the proficiencies in their intended area of practice. PLPs tell us that they have extensive experience supporting students; they confirm practice learning environments are selected to enable students to achieve FN:SPRN. PLPs confirm that there's capacity to provide appropriate practice learning placements that enable students to demonstrate how they achieve the 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

RtP midwifery isn't presented for approval.

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

RtP SCPHN isn't presented for approval.

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

YES NO N/A

RtP nursing associate isn't presented for approval.

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

R2.7 is met. Programme documentation and the approval visit confirm that the programme learning outcomes are mapped against the FN:SPRN. The taught theoretical component of the programme is generic across all fields of nursing with field specific study days. The programme handbook states that successful completion of programme prepares students with the knowledge, understanding, skills and proficiencies required to RtP. The programme team and students

describe a range of learning and teaching strategies, including simulation-based learning, to develop the skills required in practice.

The RTPAD supports student progression towards the assessment of the FN:SPRN in their intended area of practice. Episodes of care assessed by practice assessors support students with the opportunity to demonstrate how they meet the FN:SPRN. The RTPAD records the development of new and existing knowledge and skills in providing care for SUCs within their intended area of practice.

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

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

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

R2.8 is met. Programme documentation and discussion with the programme team confirms that the general and professional content enables students to meet the FN:SPRN and return to the register as a registered nurse. The programme team, PLPs and practice assessors tell us that the working relationships between practice assessors, practice supervisors and academic assessors are appropriate to support students to achieve the FN:SPRN. They confirm that the programme outcomes reflect the fields of nursing practice. The RTPAD supports students to undertake the assessment of proficiency in their field and intended area of practice.

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

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

RtP midwifery isn't presented for approval.

Specialist community and public health nurses (SCPHNs)

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

RtP SCPHN isn't presented for approval.

Nursing associates

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

RtP nursing associate isn't presented for approval.

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 the approval visit confirm that there's evidence that safeguarding, consent, pharmacology and medicines administration and optimisation are appropriately addressed in theory and in the RTPAD. The programme has been collaboratively developed with RtP students and PLPs from all fields of nursing to ensure appropriate specific content. Students tell us that they're supported to achieve the programme proficiencies in practice learning environments. To further support learning in practice, link lecturers offer support for the development of numeracy skills. The programme timetable outlines how the principles of consent, safeguarding and pharmacology will be introduced and developed throughout the programme and specifically in each field of 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. Discussion with the programme team provides assurance that they have an established understanding of the learning needs of RtP students. They describe the importance of recognising that students might require additional support initially to optimise their engagement with technology based flexible learning. The programme has a blended learning approach. Programme documentation and discussion at the approval visit confirm that there's a range of teaching and learning strategies. Students use online materials and resources on the Blackboard learning system including lectures and group work. Students tell us that they're fully supported by UU and in practice learning environments to develop their information technology (IT) skills and access learning resources. Clinical skills sessions provide students with the opportunity to develop and update their nursing proficiencies. Students confirm that they receive formative feedback on the development of the proficiencies and skills from the programme team in preparation for practice learning.

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

MET **NOT MET**

R2.11 is met. Programme documentation and the approval visit confirm that the programme is delivered over 15 weeks and that the length is appropriate to support students to achieve the programme outcomes.

Students and the programme team confirm that the module content is delivered through a blended approach of face-to-face and online learning. Practice learning hours are determined by the number of hours students require to achieve the programme. The outcome of individual student self-assessment, in conjunction with the length of time since they practised or when their NMC registration lapsed, determines the practice learning hours required. The programme team tell us that they negotiate additional time for students based on individual need. Students tell us they feel confident to RtP on completion of the programme. They tell us that they are well supported by practice assessors, practice supervisors and academic assessors.

PLPs tell us that they welcome the opportunities to support RtP students and that they're confident that they receive the support to successfully achieve the programme.

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: 6 May 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
<p>Approved education institutions, together with practice learning partners, must:</p> <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 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.</p>
Findings against the standard and requirements
<p>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.</p> <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 MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>R3.1 is met. Programme documentation and the approval visit provides assurance that there are practice learning opportunities to enable RtP nursing students to</p>

develop and meet the proficiencies to deliver safe and effective care, to a diverse range of people in their intended area of practice. PLPs, the programme team and students confirm that there's the necessary placement learning experiences available to support student learning. Practice allocations are agreed in collaboration with PLP practice education teams to ensure that practice learning environments can offer the range of experiences students require to deliver safe and effective care. Hub and spoke placements can be arranged and negotiated between practice education teams and practice learning environments before students start their practice placement. This approach assures that there are a variety of practice learning opportunities available. Practice learning opportunities are identified and allocated by the programme team in partnership with practice education teams.

Documentary evidence confirms that there's a partnership process approach for managing fitness to practise issues and student and PLP concerns across all NMC programmes. PLPs and students confirm that they understand the cause for concern process; this is clearly detailed in the practice learning handbook.

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 documentation, including the timetable, outlines the indicative content which includes communication and relationship management skills. The programme team confirm that there are opportunities for students to practice their communication and relationship management skills in simulation. The RTPAD requires students to evidence how they meet the communication and relationship management skills and procedures. The development of these are reviewed, confirmed and recorded in the RTPAD by practice assessors and practice supervisors.

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 demonstrates that practice assessors, practice supervisors and academic assessors work with students to plan how their practice learning experience supports them to meet the FN:SPRN. The programme team and PLPs confirm that there are sufficient practice learning environment opportunities for students from each field of nursing practice to demonstrate the ability to meet the holistic needs of people. PLPs

confirm that students are provided with opportunities to experience care of SUCs in a variety of different settings, including child, mental health and learning disabilities care settings. Students confirm that their experiences include working alongside specialist nurses, in specific clinics or additional services provided by teams in a range of practice settings.

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 robust support is provided to ensure there's engagement with technology using facilities simulation models and equipment. Use of technology and simulation enhances the preparation and confidence of students to develop nursing procedures in practice learning. Examples supporting students to develop their proficiency in procedures include catheterisation and cannulation. PLPs confirm that students have access to similar learning opportunities using practice technology and resources when they're in practice placements.

Students have access to online materials including being supported by access to the Elsevier Clinical Skills software package that enables them to engage in self-directed clinical skills development activities. Students tell us this interactive skills package supports confidence in developing existing and new clinical skills.

Simulation sessions support students who may not have had the opportunity to practice and develop the skills and proficiencies in annexes A and B of the FN:SPRN. UU are advised to consider if there should be involvement of practice assessors in these sessions. (Recommendation two)

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. Programme documentation and the approval visit provide assurance that there are processes in place for managing reasonable adjustments. The programme team confirm that students have access to on-site welfare and disability services to enable support for individual circumstances. Students are supported to access the curriculum if they have any disability or specific learning needs. Students confirm their awareness of the support mechanisms in place and

tell us the information is clearly detailed in student facing documentation. PLPs and students confirm that reasonable adjustments are made in practice learning environments.

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: 6 May 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 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. Programme documentation and discussions at the approval visit confirm that the processes for monitoring how the supervision, support, learning, and assessment comply with the SFNME. Practice learning environments are subject to a practice learning environment educational audit (PLEEA). The PLEEA identifies the placement nominated person and practice education facilitators.

There are policies and processes in place to ensure the quality assurance of the programme. There's a national approach to assure the quality of practice learning environments. Documentary evidence confirms that audit management processes are in place, including information sharing processes with other AElS in NI.

The programme team and PLPs tell us that practice assessors and practice supervisors are suitably prepared and are required to have supervision and

assessment updates. On completion of the practice learning experience, students provide practice learning evaluation. The raising and escalating concerns process is clearly documented in the practice handbook; students confirm that they have access to this information in student facing documents.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students tell us that they're aware of what academic and practice learning support is available and how to access this. Students confirm that they're well supported at UU and in practice learning environments.

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 and the approval visit confirm that there's robust processes in place for the implementation and operationalisation of the SSSA. AEs in NI have adopted the NI regional model to the SSSA. The practice handbook details the roles and responsibilities of students, practice assessors, practice supervisors and academic assessors. Link lecturers support practice learning and act as academic assessors. Supporting information and guidance in the practice handbook clearly details the preparation of practice assessors and practice supervisors and how practice learning is managed. The RTPAD provides detailed information on how it's used to facilitate learning development, progression and achievement. PLPs, practice assessors and practice supervisors tell us that there's robust partnership working with UU to ensure practice assessors, practice supervisors and academic assessors are prepared for their roles. Students confirm that they're allocated to a practice assessor on commencement of the programme and supported by practice supervisors throughout the programme.

Formative tripartite meetings with students practice assessors and practice supervisors identify progression towards achievement of the FN:SPRN. Areas for development are agreed before the final summative tripartite. Evidence in the RTPAD is reviewed by practice assessors to ensure it supports the achievement of the FN:SPRN; this is agreed by academic assessors. PLPs, practice assessors and practice supervisors demonstrate a clear understanding of the requirements of the SSSA. The NI approach to the supervision and assessment of students is adopted to ensure consistency in shared practice learning environments. PLPs tell us that they have appropriate systems, including regional practice learning environment meetings, in place to monitor and assure that there's capacity for the practice supervision and assessment of students.

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. Programme documentation confirms the use of teaching, learning and assessment strategies which provide students with summative and formative feedback throughout the programme. Self-assessment, formative and peer feedback are embedded within the programme to enable students to self-reflect on their development and strengths, and to identify areas for further development. Assessment processes provide feedback and feed forward to students on their performance and achievement. Students confirm that they receive an appropriate level of support within UU and in practice learning environments.

The RTPAD provides opportunities for students to receive feedback about their practice learning progress. Practice supervisors record student progression towards achievement of the FN:SPRN. Students confirm that SUC feedback is required in the RTPAD. Students tell us that they receive regular feedback from a range of practice supervisors and have opportunities to develop their specific learning needs. They feel supported in practice by practice assessors, practice supervisors and academic assessors. PLPs confirm that the UU practice link team are visible and visit practice learning environments, and that they are responsive in supporting students, practice assessors and practice supervisors.

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 RTPAD are mapped to the FN:SPRN.

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

MET **NOT MET**

R4.6 is met. Documentary evidence and the approval visit demonstrate that communication and relationship skills and procedures are included in the programme content and are assessed in the RTPAD. Communication and relationship skills are mapped to the FN:SPRN in the RTPAD.

There's a focus on communication and relationship management skills, particularly in areas where students have not had exposure to these in previous roles. Examples include identifying and making reasonable adjustments to communication where needed, adapting pace and delivery of communication and preparing for difficult conversations. Students are required to complete a record of communication and relationship management skills experiences and how they've developed and practised these in practice. These skills must be summatively assessed and recorded in the RTPAD by practice assessors.

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 visit provide 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 the practice learning requirements. Alumni representatives and PLPs confirm that the programme prepares RtP students for safe and competent practice for being readmitted to, or 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. The programme documentation and the approval visit confirm that, on completion of the programme, students demonstrate the achievement of safe and effective practice and suitability to be readmitted to, or remain on, the register. Completion of programme outcomes, relevant proficiencies and declaration of health and character contribute to confirming students' safe and effective practice and suitability to remain on, or be readmitted to, the register. There's a mechanism in place for students who aren't successful and a process of reassessing students who don't meet the requirements of the programme.

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: 6 May 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
<p>Approved education institutions, together with practice learning partners, must:</p> <p>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.</p>
Findings against the standards and requirements
<p>Evidence provides assurance that the following requirements are met:</p> <p>R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor’s degree level</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>RtP nursing associate isn’t presented for approval.</p> <p>R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p>

	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 6 May 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
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 Nursing all fields.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook		
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities		
Adult		
Mental Health		
Children's		
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to:		
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities		
Adult		
Mental Health		
Children's		
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice placement handbook:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identify the routes: Learning Disabilities Adult Mental Health Children's		
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route:		
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities		
Adult		
Mental Health		
Children's		
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Nursing associate	<input type="checkbox"/>	<input checked="" 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 RtP routes for midwifery, SCPHN and nursing associates aren't proposed for approval.		
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, nursing, September 2020 x three RtP, nursing, alumni x five		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning. Virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings: Virtual tour of the Belfast campus, reviewed for approval as a new satellite site, 6 May 2021 Technical drawing plans of the teaching and simulation facilities, 6 May 2021		
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Pepsi Takawira	Date:	17 May 2021
Checked by:	Bernadette Martin	Date:	26 May 2021
Submitted by:	Amy Young	Date:	8 July 2021
Approved by:	Leeann Greer	Date:	13 July 2021