

Programme approval report

Section one

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| Programme provider name: | University of Brighton |
| In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i> | <p>Brighton and Hove Clinical Commissioning Group (CCG)</p> <p>Brighton and Sussex Universities Hospital NHS Trust</p> <p>Coastal West Sussex CCG</p> <p>Crawley CCG</p> <p>East Sussex Health Trust</p> <p>Eastbourne, Hailsham and Seaford CCG</p> <p>Hastings and Rother CCG</p> <p>High Weald Lewes Havens CCG</p> <p>Horsham and Mid Sussex CCG</p> <p>Maidstone and Tunbridge Wells NHS Foundation Trust</p> <p>NHS Portsmouth CCG</p> <p>Queen Victoria Hospital NHS Foundation Trust</p> <p>South West Kent Primary Care Trust</p> <p>Surrey and Sussex Healthcare NHS Trust</p> <p>Sussex Community NHS Foundation Trust</p> <p>Sussex Partnership NHS Foundation Trust</p> <p>West Kent CCG</p> <p>West Sussex Coastal CCG</p> <p>Western Sussex Hospitals NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p> |

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| | Education and social care providers |
| 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 type="checkbox"/></p> <p>Midwifery <input type="checkbox"/></p> <p>Specialist community public health nursing:</p> <p>Generic <input checked="" type="checkbox"/></p> <p>Nursing Associate <input type="checkbox"/></p> |
| Title of programme: | Return to Practice (Child, Mental Health, Adult and SCPHN) |
| Academic levels: | |
| RtP Nursing Adult | <p>England, Wales, Northern Ireland</p> <p><input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p> |
| RtP Nursing Mental Health | <p>England, Wales, Northern Ireland</p> <p><input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p> |

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| <p>RtP Nursing Children's</p> | <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> |
| <p>RtP Nursing Learning disabilities</p> | <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> |
| <p>RtP Midwifery</p> | <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> |
| <p>RtP SCPHN Generic</p> | <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> |
| <p>RtP Nursing Associate</p> | <p>England only (Nursing Associate) <input type="checkbox"/> Level 5</p> <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> |

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| Date of approval visit: | 21 October 2020 |
| Programme start date: Return to practice: | |
| Nursing: Adult | <input type="text" value="8 February 2021"/> |
| Mental health | <input type="text" value="8 February 2021"/> |
| Children's | <input type="text" value="8 February 2021"/> |
| Learning disabilities | <input type="text"/> |
| Midwifery | <input type="text"/> |
| Specialist community public health nursing: | <input type="text" value="8 February 2021"/> |
| Nursing Associate | <input type="text"/> |
| QA visitor(s): | Registrant Visitor: Michelle Laing |

Section two

Summary of review and findings

The school of health sciences, (the school) University of Brighton is an approved education institution (AEI). The school presented documentation for the approval of return to practice (RtP) programmes for nursing and RtP specialist community public health nurse (SCPHN).

The RtP programme presented is one programme comprising three modules. The student would select one of the three modules suitable for their return to Nursing and Midwifery Council (NMC) registration:

- RtP nursing in the fields of adult, child or mental health nursing (20 credits),
- RtP for returners to more than one field of nursing (adult, child, mental health) (40 credits),
- RtP for SCPHN returners (40 credits).

Upon successful completion of the programme, students are awarded University of Brighton credit at academic level six.

Documentary evidence states the RtP programme is open to applicants who are NMC nurse registrants whose registration has lapsed or for those unable to meet the NMC revalidation practice hours requirement to return to or remain on the NMC register as a registered nurse (adult, child and mental health and reactivation of SCPHN registration).

Programme delivery includes practice experience and university attendance. The taught element within university is delivered over eight weeks; four days in the first week and then one day per week.

The proposed RtP nursing programme will run twice per year for 2021 with a planned cohort size of 40 students.

Practice learning partners (PLPs) and the programme team confirm there's considerable stakeholder engagement, including that which took place during 2018/19 regarding the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) across all NMC approved programmes in the school. The proposed programme is designed to align with the Standards for return to practice programmes (SRtPP) (NMC, 2019), the Standards of proficiency for registered nurses (SPRN) (NMC, 2018) and Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004).

Documentary evidence shows that the RtP programme has been designed for nurses from adult, mental health and child fields of practice who are seeking readmission to the register, who have practiced for fewer than 450 hours in the three years before their application for readmission to the register. It could also be suitable for nurses approaching revalidation who have practiced for fewer than 450 hours in the three-year period since their registration was last renewed or since joining the register.

Students will be expected to undertake a minimum of 150 hours of supernumerary clinical practice in order to achieve the practice-based requirements for the course in addition to any trust induction. This extends to a minimum of 300 hours for the dual registration and SCPHN routes.

The programme team told us applicants will complete an applicant mapping portfolio to identify their needs and determine which placement areas provide sufficient exposure to achieve the associated proficiencies. This process gives transparency to programme length for individualised support towards achievement of proficiencies.

Documentation indicates there are effective working relationships between the school and their PLPs. The RtP partnership is supported by PLPs with practice experience being underpinned by the current pre-registration networks of practice assessors, practice supervisors and practice liaison lecturers.

The AEI has worked with the England RtP group (RtPG) to develop an England RtP nursing practice assessment document (PAD). This group has worked strategically to collaborate in response to the SSSA and the publication of the SRtPP. The RtPG have adopted a proactive approach to reduce the burden on staff across practice networks by harmonising procedures and documentation. The key outcome from the formation of the RtPG is the development of a standardised PAD.

The visit is undertaken remotely during COVID-19 restrictions.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

Arrangements at programme level meet the SSSA.

The programme is recommended to the NMC for approval subject to one NMC condition and two university conditions. One NMC recommendation is made.

Updated 24 November 2020:

Evidence is provided to confirm that the changes required to meet the NMC condition have been made.

Evidence is provided to confirm that the university conditions are met and all documentation has been updated.

The programme is recommended to the NMC for approval.

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:

Condition one: The AEI to revise the programme structure to give clarity to the assessment of practice process in module NA6106 Return to Practice (more than one field of nursing) to ensure all proficiencies are confirmed within the relevant field context. (SRtPP R4.7)

Education governance: management and quality assurance:

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| | <p>Condition two: Relating to NA6106 Return to Practice (more than one field of nursing) the addition of a fourth learning outcome to provide differentiation from module NA6117. (University condition)</p> <p>Condition three:</p> <ul style="list-style-type: none"> i. Final programme specification(s) and module specification(s) with all required conditions completed ii. All necessary module change cover sheets have been completed (and updated if modules have changed during event) iii. External examiner nomination/reallocation paperwork has been completed and submitted to school quality standards committee (SQSC) (if applicable) iv. Reference to University of Brighton international college is in admissions requirements (if applicable) <p>Course Teams must also agree to ensure that:</p> <ul style="list-style-type: none"> v. Studentcentral/virtual learning environment (VLE) will be updated with all required course information for the start of the relevant academic year vi. Handbook(s) will be completed and present on Studentcentral/VLE for the start of the relevant academic year vii. The course webpage is up to date with the correct marketing information for the start of the relevant academic year (University condition) |
| <p>Date condition(s) to be met:</p> | <p>19 November 2020</p> |
| <p>Recommendations to enhance the programme delivery:</p> | <p>Recommendation one: To review the practice assessor and practice supervisor workshops to include specific scenarios for RtP students (SSSA R1.10; SRtPP R1.6)</p> |
| <p>Focused areas for future monitoring:</p> | <p>Practice assessor and practice supervisor training to student support in practice.</p> |

| Programme is recommended for approval subject to specific conditions being met | |
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| Commentary post review of evidence against conditions: | |
| Evidence is provided that the changes to the RtP documents required to meet the condition have been made. | |
| The AEI has revised the programme structure to give clarity to the assessment of practice process in module NA1606 RtP (more than one field of nursing) ensuring all proficiencies can be confirmed within the relevant field context. | |
| Condition one is now met. | |
| Evidence is provided to confirm the university conditions are met and all documents have been updated or amended. | |
| SRtPP is met. | |
| AEI Observations | Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| Summary of observations made, if applicable | Corrections to the timetable delivery and minimum programme hours by route have been made within the report. |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | 19 November 2020 |

Section three

| NMC Programme standards |
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| 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) |

NMC Programme standards

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)
[Standards of proficiency for nursing associates](#) (NMC, 2018)
[Standards of proficiency for specialist 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)
[QA Framework for nursing, midwifery and nursing associate education](#) (NMC, 2018)
[QA Handbook](#)

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.

The University of Brighton has documentary evidence of extensive partnerships with PLPs collaborating at strategic and operational levels through regular strategic workforce meetings of the education partnership forum which includes, Health Education England (HEE), PLPs, CCG and private, voluntary and independent (PVI) sector representatives, local authority representation and service users and carers. These meetings discuss programme practice needs. The forum also has oversight of co-production of curriculum, building the capacity to support practice learning and the management of quality assurance of audits and practice learning placements to ensure compliance with standards. PLPs have processes to manage audits and capacity across the circuit and all universities accessing their areas. PLPs at the visit confirm the effectiveness of collaborative working to identify and prepare practice supervisors and practice assessors. PLPs

tell us they're actively involved in the interviewing process and students confirm this.

Students and service users tell us they're involved in curriculum development and feel that their voices are listened to by the programme team. Documentation refers to student liaison and engagement through programme management groups with student representation at programme boards and committees. Students tell us they engage in mid- and end-module evaluations and evaluation of practice, and that their contributions are valued. Students say they're invited to be a student representative but found it difficult to take on themselves given they are part-time.

The AEI, in partnership with PLPs, have taken a lead in adopting the England PAD for RtP nursing programmes in support of all routes. There's a clear partnership approach to the implementation of the SSSA including the preparation of practice supervisors, practice assessors and academic assessors. Strategic partners tell us they meet regularly throughout the year with AEI senior managers to discuss student development and support. These partnership meetings also include discussions around simulation opportunities for students to access within the trusts and expert support for teaching and learning within the RtP programme.

The AEI, in partnership with PLPs, confirm that any issues which arise from student feedback, evaluations or Care Quality Commission quality reviews which impact on practice learning environments are managed through systematic partnership processes.

The RtP programme documents refer to consultation with nursing service users and representative organisations, and service users and PLPs at the visit confirm their engagement with curriculum development. PLPs, service users and carers and current RtP students make clear they've been involved in the development of the programme. The service user strategy document is nursing focused with involvement in curriculum development, delivery and interviews. Service users and carers tell us they feel valued with robust connections to the school through the senior management team. They confirm the programme of training events they undertake to prepare them for working with students and involvement in interviews.

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

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| <p>the NMC's health and character guidance. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.</p> <p>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</p> <p>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</p> <p>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</p> <p>R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.</p> <p>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.</p> |
| <p>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).</p> |
| <p>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).</p> |
| <p>Findings against the standard and requirements</p> |
| <p>Evidence provides assurance that the following requirements are met:</p> <p>R1.1 confirm on entry to the programme that students are, or were, registered with the NMC</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> |

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. The approval process provides assurance that students' prior learning and experiences are determined in detail and the practice hours required during the programme are identified in a transparent manner. We're told by the programme team that an initial training needs analysis approach using an applicant mapping portfolio will be completed at interview with the programme leader and PLP, and there is documentation to support this process. This process determines the required proficiencies they may need more support with to return or to be readmitted to the appropriate part of the NMC register and this in turn helps guide their placement allocation and length. However, some students did say that their practice assessor did not always understand their needs and students would then make this clear to them or refer them to the university. (Recommendation one)

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

MET NOT MET

R1.7 is met. Documentary evidence demonstrates support for numeracy, literacy, digital and technological literacy sufficient to enable students to meet programme outcomes. The programme documentation, programme team and students confirm that students are assessed in numeracy skills on entry. The AEI offers support to students for developing numeracy and literacy skills. The programme includes a formative assessment providing feedback to students on their academic writing skills. The school has online numeracy resources including medicines calculation assessment (safeMedicate) which RtP students access. PLPs confirm there're well-developed structures enabling students to be orientated to, and updated on, electronic platforms used in practice. Students agree resources and support

offered by the programme and wider university enable them to develop across all these areas which include maths support, study skill workshops, oral presentations and writing reports. Nursing students say they're well supported in practice to develop the record keeping skills they need.

The learning and teaching strategy promotes inclusive teaching and learning experiences for students through the use of blended learning, supported by the VLE. RtP students tell us they engage with a variety of spoken, written and visual resources. Teaching is delivered through a combination of lead lectures, seminars and masterclasses, using both virtual and face-to-face mediums.

Practice learning includes an induction to the practice learning setting and opportunity to access professional resources and learning packages.

Theory and practice learning is inclusive and supports the diverse needs of individual students, with the university working with PLPs to ensure any required reasonable adjustments are in place. Learning and teaching ensures that each student meets the programme requirements for their intended area and field of practice (adult, child and mental health and reactivation of SCPHN registration). Students are complimentary about the 'communication café' built into the programme where the first hour of each morning they are in the university is given over to them to meet with programme leader to ask questions and receive support and signposting.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for return to practice programmes will be met through the transfer of existing students onto the proposed programme.

The programme team confirm there are no students on the current programme requiring transfer to the new programme. There are no students on interrupted study. Current RtP students will complete before the proposed programme commences.

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

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

All current RtP students are supported in practice in line with the SSSA and will have completed their programme by the commencement of the proposed programme.

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: 21 October 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** **NOT MET**

N/A

Standard 2: Curriculum

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

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
- R2.2 comply with the NMC [Standards for student supervision and assessment](#)
- R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
- R2.4 design and deliver a programme that supports students to return to their intended area of practice
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

- R2.6 state routes within the return to practice programme that allows:
- R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.6.2 midwives to be readmitted to, or remain on, the register as midwives
- R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses
- R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
- R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
Yes No
- R2.2 comply with the NMC [Standards for student supervision and assessment](#)
Yes No
- R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
- Nursing/ fields of nursing practice: adult, children, and mental health nursing
Yes No N/A

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

Yes No N/A

A midwifery RtP route is not proposed.

Specialist community and public health nurses (SCPHNs)

Yes No N/A

Nursing associates

Yes No N/A

A nursing associate route is not proposed.

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. Documentary evidence and the approval process confirm that programme design and delivery supports students effectively to return to practice in their intended area of practice. Programme documentation and team confirm RtP nursing and/or SCPHN students select a module of 20 or 40 credits depending on their needs and field of practice and/or specialist community public health area. The modules are mapped to the SFNME and SRtPP (SPSCPHN 2004). Programme documentation, timetables, the programme team and students confirm the modules combine theory with practice. The programme is delivered by the programme team face-to-face via classroom learning combined with self-directed learning which totals 150-300 hours of learning to over an eight-week period. Programme documentation and PLPs confirm students can take up to one year to complete the programme dependent upon their needs. Placement allocations are negotiated between the PLPs and programme team to ensure the student can achieve the required practice proficiencies for their intended route. The England RtP nursing PAD provides the student with opportunities to develop, capture and demonstrate achievement of the practice proficiencies. The programme team and PLPs tell us the module enables both students and PLPs to further invest in the students' continued professional development and progression whilst also ensuring they meet the NMC proficiencies for the relevant field of nursing practice at the required academic level to return to the NMC register.

Students identify the area of practice they wish to return to in their application to the programme and complete an applicant mapping portfolio document. This forms the basis of selecting an appropriate practice learning area for them and identifying relevant learning needs and time to meet programme outcomes and proficiencies. The programme team, PLPs and students confirm that implementing the SSSA has developed sufficient experienced and skilled practice assessors and practice supervisors to support RtP students. PLPs confirm they provide practice placements offering RtP students appropriate opportunities to demonstrate proficiencies 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 is delivered in England.

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

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

Yes No N/A

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

Yes No N/A

Midwifery route is not presented.

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

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

Yes No N/A

Nursing associate route is not presented.

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. The programme team confirm a broad range of content for each field of practice. The programme specification and module descriptors provide broad learning outcomes and detail specific areas to demonstrate mental health, child and adult nursing content necessary to meet individual field requirements. Field academic staff tell us the input they provide, and students confirm they get relevant content aligned to their field of practice. Programme documents incorporate specific reading lists for each field of practice and public health areas.

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

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

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

R2.8 is met (nursing). Documentary evidence and the approval visit confirm the programme is designed around general and professional content necessary for nurses to return to, or remain on, the register. Content supporting nurses to do this is evident in the timetable including indicative simulation opportunities and online resources. An academic assessor and a personal tutor are allocated to each student with due regard to their field of practice. Students confirm relevant practice experience for their field of practice as their main practice placement. The programme team say students can achieve some of their practice hours visiting other areas to support their learning. This includes opportunities for students to learn skills and proficiencies in annexe A and annexe B of the SPRN.

The module descriptors are mapped to the SRtPP. All students are given online learning opportunities through the VLE. This includes numeracy, anatomy and physiology, literacy and clinicalskills.net. The RtP programme has 12 core interdisciplinary days for all routes. There is online field specific learning and field specific learning within practice.

Students are supported to learn numeracy, literacy, including information technology (IT) skills, clinical proficiencies, legal and ethical issues including

safeguarding, risk management and leadership. The programme team confirm inter-professional learning opportunities are achieved in the classroom through problem-based learning activities in addition to the practice setting.

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

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

RtP midwifery is not presented for approval.

Specialist community and public health nurses (SCPHNs)

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

R2.8 is met (SCPHN). Documentary evidence and the approval visit confirm the programme is designed around general and professional content necessary for nurses to return to, or remain on, the register and enable reactivation of public health registration. Content supporting public health nurses to do this is evident in the timetable including simulation opportunities and online resources. An academic assessor and a personal tutor are allocated to each student with due regard to their field of practice and specialist public health area. Students confirm relevant practice experience for their field of practice as their main practice placement. The programme team say students can achieve some of their practice hours visiting other areas to support their learning. This includes opportunities for students returning to part one of the register to learn skills and proficiencies in annexe A and annexe B of the SPRN. Programme documents and the approval visit show that specialist public health students demonstrate the SPSCPHN through their professional portfolio.

Nursing associates

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

RtP for nursing associates is not 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. Documentary evidence and the approval visit show where safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme for nursing. The module guide identifies learning resources that are available to students to develop and consolidate their learning in these areas. Students confirm they're given this content in the existing RtP programme. The practice assessment strategy and England RtP nursing PAD ensure students will have opportunities to demonstrate proficiencies relevant to their needs and field of practice and relevant specialist public health area. The timetable in the module guide shows specific taught theory content to update students on mental capacity, consent, safeguarding, IT skills, interprofessional learning and medicines optimisation. Students are positive about their access to AEI staff and PLPs to support their field preparation to prepare them effectively.

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. Learning and teaching strategies are used effectively and proportionately to support learning and assessment. Documentary evidence and the approval visit indicate a variety of learning strategies are used within the programme including clinical skills simulation, online learning activity through VLE platforms as well as classroom and practice learning activities. The programme is designed around a delivery model to prepare students for practice learning placements and then supports ongoing engagement, learning and transfer of knowledge when practice placement learning is underway. RtP students confirm distance learning resources are accessible remotely and consist of effective, contemporary and flexible materials. The timetable shows students will attend university for five days plus local PLP/employer induction before starting practice learning placement and further study days spaced out through placement weeks.

Students learn through online activities, lectures and group work. Students say the programme team are accessible, responsive and supportive. They say module content prepares them effectively to return to practice. The programme team confirm there's effective and proportionate learning and assessment in the RtP nursing programme with formative assessment elements in both theory and practice. The latter is through the England RtP nursing PAD and the SCPHN professional portfolio.

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 programme is structured as three level six, 20-40 credit modules with 150 hours taught content organised as five taught days and study days across eight weeks. This is supplemented by online and guided study. Students will undertake a minimum of 150 or 300 hours (depending upon the route) of supernumerary practice placement in order to achieve the practice-based requirements for the programme. Required practice hours are determined at the start of the programme by the academic team when they're identifying student needs, proficiencies to be achieved and consideration of the field of nursing. The programme length is designed to allow all programme outcomes and proficiencies for nursing to be achieved.

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: 21 October 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
 R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met.

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
MET **NOT MET**

R3.1 is met. PLPs and the programme team confirm at the approval visit that they collaborate to provide learning opportunities which are sufficient to deliver safe and effective care for nurses to return to or remain on the register in their intended area of practice. These learning opportunities are for an appropriate range of people. PLPs say the programme fits with their workforce development strategy. There are processes to audit practice learning environments with joint responsibility for approving and suspending practice learning areas if required. This can be for reasons of capacity, public safety and protection. Nursing students confirm they

complete practice evaluations. All student evaluations are considered at programme management meetings with school, student and PLP representation.

Students know how to escalate concerns about care and where to get support to do this. There's a robust approach to information sharing with PLPs around safeguarding and fitness to practise for students. Student-facing documents and practice assessment documentation informs practice supervisors, practice assessors and students on processes for fitness to practise and escalating concerns. There's ongoing stakeholder support for this and consultation on programme development. There's appropriate shared governance and monitoring of the programme. PLPs commit to implementing the SSSA to deliver safe and effective care, including preparing practice supervisors and practice assessors to support learning and assessment in practice.

The programme team and PLPs confirm nursing RtP students will only be allocated to an audited practice placement. Students can only gain practice experience in areas which are audited and meet the criteria for the provision of pre-registration nursing and SCPHN programmes. RtP students can identify any issue to the academic team/personal tutor who liaises with the PLP on a one-to-one basis to provide support to students, practice supervisors and practice assessors. If needed, students can be removed from a practice location and the programme leader and relevant practice education facilitators (PEFs) will then assist in finding an alternative placement.

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 approval visit and documentary evidence shows practice supervisors, practice assessors and field appropriate academic assessors will work with students to plan how their practice learning experience will meet the communication and relationship management skills, procedures and proficiencies in their intended area of practice. There are a variety of practice learning placements to facilitate student learning in communication and relationship management suitable to each field and specialist public health area of nursing practice. Communication and management skills are mapped and recorded in the England RtP nursing PAD and the SCPHN professional portfolio assessment tool. Service users and PLPs are complimentary about RtP nursing students' confidence as they develop their communication and management skills and

progress. All students tell us they feel they develop confidence as they progress and have opportunities to practice some skills through simulation-based learning.

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 demonstrate that practice supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet proficiencies. There are sufficient practice learning areas for each programme route and to provide a range of settings where students can meet the needs of people, and students confirm this. Practice placements are allocated collaboratively between the AEI placement team and the PLP offering a practice placement. The programme team and PLPs tell us the practice placements selected meet student needs. The AEI placement team track RtP nursing student placements and capacity. PLPs keep a record of current practice assessors. Practice assessors are allocated to each student by the practice team in the relevant field practice area. The England RtP nursing PAD records practice experiences and learning including feedback from service users and allied health professionals.

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. Students tell us the school uses technology enhanced and simulation-based learning opportunities to support their learning. Technology enhanced and simulation-based learning is used effectively and proportionately in the programme. Technology enhanced and simulation-based learning opportunities are reflected in programme documents outlining the design and delivery of the programme. The programme team acknowledge some students may need additional support around using technology including in practice learning. The school uses a VLE to support student learning. Students confirm extensive support services around all aspects of learning. PLPs say they have simulation-based learning resources that students access in practice. Students develop their technology skills by using technology enhanced equipment, for example recording patient observations, medicine management and communication systems for patient records. They can access individual trust policies and procedures electronically.

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. There's documentary evidence the AEI and PLPs have policies and processes to take into account individual needs, personal circumstances and reasonable adjustments for students. Students tell us travel time and caring responsibilities are considered when allocating practice learning areas. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students say they're supported by the university and by practice placement teams for a wide range of needs.

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: 21 October 2020

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. Documentary evidence and the approval visit confirm the programme complies with the SFNME in relation to support, supervision, learning and assessment. There are policies, processes and partnership agreements between the school and PLPs ensuring that support, supervision, learning and assessment is sufficient to resource the programme at strategic and operational levels.

Students tell us they're supported and supervised in their learning environments. Documentary evidence confirms appropriate support and supervision is provided. Students understand the scope of their practice, adhere to the Code (NMC, 2018) and understand they must obtain consent from service users to be able to care for them. The programme team confirm an external examiner is appointed for the programme.

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 process assure us that student support, supervision, learning and assessment meet the SSSA. PLPs are using the England RtP nursing PAD which contains information on practice supervisor and practice assessor roles. There's agreed preparation for practice learning staff for their roles as practice supervisors, and registered nurses as practice assessors. Preparation includes specific reference to RtP students and their learning needs. Support for practice supervisors and practice assessors is through the practice lead and link lecturers from the school and practice learning facilitators in PLP organisations. PLPs maintain a database as a live record of practice supervisors and practice assessors. The AEI and PLPs provide a programme of update sessions for registered nurses to be practice supervisors and practice assessors. Academic assessors in the AEI confirm this role is considered in their workload and documentation supports this. The England RtP nursing PAD provides a structure of process and frequency of meetings between student, practice assessor and academic assessor in confirming progression, with summative assessment taking place at a tripartite meeting.

In addition to the academic assessor, each practice placement area has a link lecturer from the AEI who can support students, practice assessors and practice supervisors in their role. NHS PLPs employ PEFs to offer support to practice supervisors and practice assessors. The PVI organisations where RtP students can be placed are supported by academic link lecturers.

Evidence provides assurance that the following requirement is met:

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

YES **NO**

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

R4.4 provide students with feedback throughout the programme to support their development

MET **NOT MET**

R4.4 is met. The programme is designed to provide regular feedback to students during both theory and practice learning using a variety of face-to-face, online and written feedback/feed forward support for assessment activity. The programme structure acknowledges that RtP students often have different learning needs from pre-registration nursing students; this is reflected in the support students are offered and receive through flexible, online and distance learning approaches. There's a formative profession specific academic assessment (a peer reflective account presentation) and a summative academic assessment (professional conversation) where students receive feedback on their communications skills as well as academic attainment. Practice assessment is structured around initial, mid-point and final interviews with feedback provided by the practice assessor and practice supervisors. Practice supervisors contribute to student feedback and do this through the England RtP nursing PAD. Students on the current RtP programme say they receive verbal and written feedback to help them progress and this feedback is relevant, developmental and timely.

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. The module guide and RtP nursing PAD are mapped to the SPRN and programme outcomes for the SRtPP. Students who are successful in academic and practice assessment will meet the required standards. This is confirmed by the programme team in discussion at the approval visit. The England RtP nursing PAD will record student achievement in practice for the required proficiencies. Programme outcomes are assessed through formative and summative assessment. PLPs and students say the programme prepares them for readmission to, or remaining on, the register. The assessment strategy, module guide and practice assessor and practice supervisor handbook make clear arrangements for failure, reassessment and retrieval of learning. The programme team confirm all assessments are managed through the external examiner and AEI assessment board processes to confirm outcomes.

The England RtP nursing PAD incorporates service users in the feedback process and includes self-assessment opportunities for the student. The team confirm that where exceptionally a proficiency cannot be achieved in the PAD an opportunity may exist via the use of spoke or visit placements. The programme team and PLPs tell us a skill can't be assessed via an evidence-based discussion.

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

MET **NOT MET**

R4.6 is met. RtP nursing students are able to meet communication and relationship management skills and procedures through the England RtP nursing PAD. Programme documents and the programme team at the approval visit confirm nursing RtP students are assessed and supervised in these areas. The AEI and PLPs say there's sufficient capacity in practice placements and practice learning staff with experience of RtP students to ensure they can 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

MET **NOT MET**

R4.7 is not met. Programme documentation and the approval process do not give assurance for learning and assessment in theory and practice which supports students to be readmitted to, or remain on, the register. This applies specifically to the structure of the module (NA6106) which enables a student to return to two fields of practice. Within this module students will be assessed in field specific practice by two PADs. The management and recording of these PADs needs to be robust to confirm arrangements for students to be readmitted to, or remain on, the register. (Condition one)

Students will have a needs assessment on entry to the programme and, in negotiation with the programme team and PLPs, will be supported to achieve programme outcomes and proficiencies. There are processes to help practice learning staff support students in practice. The academic assessor will meet with each student and their practice assessor towards the end of the programme to confirm achievement of proficiencies in practice. All students say the programme prepares them for readmission 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. Documentary evidence and the approval visit provide assurance of student ability to give safe and effective care suitable for readmission to, or remain on, the register. Employers and PLPs are confident the programme prepares students to be safe and effective nurses who they can employ. Programme content places emphasis on public safety and protection. Practice learning provides suitable experiences for students to learn and practice skills and procedures to meet the SPRN and RtP programme outcomes. These are assessed and recorded through the England RtP nursing PAD. Lessons learned from supporting RtP students informs how PLPs and the programme team support students to provide safe and effective care. The programme team and PLPs confirm all practice learning placements are audited and programme documentation informs students of escalating concerns and fitness to practise.

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

Is the standard met?

MET NOT MET

There is a lack of specific information in programme documentation relating to the structure, education, regulatory and professional process of NA6106 RtP (more than one field of nursing) module.

Condition one: The AEI to revise the programme structure to give clarity to the assessment of practice process in module NA6106 RtP (more than one field of nursing) to ensure all proficiencies are confirmed within the relevant field context. (SRtPP R4.7)

Date: 21 October 2020

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided amended documentation which details specific information in programme documentation relating to the structure, education, regulatory and professional process of NA6106 RtP (more than one field of nursing) module. These changes confirm that the management and recording of both PADs applied within the module is robust for students to be readmitted to, or remain on, the register. Students will be assessed in field specific practice by two PADs.

Condition one is now met.

Evidence:

Module handbook NA6106, undated
Programme specification RtP nursing (adult, child, mental health) RtP SCPHN, undated

Date condition(s) met:

19 November 2020

Revised outcome after condition(s) met:

MET **NOT MET**

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register. | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met | 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: 21 October 2020 | |
| 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 <i>Please specify route</i> RtP Nursing: adult, child, mental health, RtP SCPHN | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation including: programme handbook <i>Please specify route:</i> Nursing / field of nursing, adult, child and mental health | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Midwifery | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SCPHN | <input checked="" type="checkbox"/> | <input 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 / field of nursing adult, child and mental health | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Midwifery | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SCPHN | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nursing associate | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice placement handbook: Identify the routes: | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route: | | |

| | | |
|---|-------------------------------------|-------------------------------------|
| Nursing / field of nursing adult, child, mental health | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Midwifery | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SCPHN | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 | | |
| All those areas stated no aren't relevant to the proposed programme, apart from practice placement handbook. The programme team have provided policies and documents relating to practice placement support and processes, however these are not contained in one handbook called 'placement handbook'. | | |
| List additional documentation: | | |

| |
|---|
| Post approval visit documentary evidence to meet conditions: Module handbook NA6106, undated Programme specification RtP nursing (adult, child, mental health) RtP SCPHN, undated |
| 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: Four students' two adult, two mental health. Students had completed in 2019/20 and were all working in practice. | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|--|--------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning Virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | |
|---|--------------------------|-------------------------------------|
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| If you stated no above, please provide the reason and mitigation This is an established AEI so visits aren't required. | | |
| Additional comments: None identified. | | |

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

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|---------------|----------------|-------|-----------------|
| Author(s): | Michelle Laing | Date: | 27 October 2020 |
| Checked by: | Pamela Page | Date: | 27 October 2020 |
| Submitted by: | Amy Young | Date: | 3 December 2020 |
| Approved by: | Leeann Greer | Date: | 4 December 2020 |