

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Cumbria
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust Lancashire and South Cumbria NHS Foundation Trust North Cumbria Integrated Care NHS Foundation Trust University Hospitals of Morecambe Bay NHS Foundation Trust Private, voluntary and independent sector organisations
<b>Programme reviewed:</b>	<p><b>Return to practice:</b></p> <p><b>Nursing:</b></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><b>Midwifery</b> <input checked="" type="checkbox"/></p> <p><b>Specialist community public health nursing:</b></p> <p>Health visiting <input type="checkbox"/></p> <p>School nursing <input type="checkbox"/></p> <p>Occupational health nursing <input type="checkbox"/></p> <p>Family health nursing <input type="checkbox"/></p> <p>Generic <input type="checkbox"/></p> <p><b>Nursing Associate</b> <input type="checkbox"/></p>
<b>Title of programme:</b>	Return to Practice - Nursing Return to Practice - Midwifery

Academic levels:	
RtP Nursing Adult	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Mental Health	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Children's	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Learning disabilities	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP SCPHN Generic	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF  <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>									
RtP Nursing Associate	<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>									
<b>Date of approval visit:</b>	9 October 2020									
<p><b>Programme start date:</b>  <b>Return to practice:</b></p> <p><b>Nursing:</b>          Adult          Mental health          Children's          Learning disabilities</p> <p><b>Midwifery</b></p> <p><b>Specialist community public health nursing:</b>          Health visiting          School nursing          Occupational health nursing          Family health nursing          Generic</p> <p><b>Nursing Associate</b></p>	<p>12 January 2021</p> <table border="1"> <tr><td>12 January 2021</td></tr> <tr><td>12 January 2021</td></tr> <tr><td>12 January 2021</td></tr> <tr><td>12 January 2021</td></tr> </table> <p>12 January 2021</p> <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p> </p>	12 January 2021	12 January 2021	12 January 2021	12 January 2021					
12 January 2021										
12 January 2021										
12 January 2021										
12 January 2021										
<b>QA visitor(s):</b>	<p>Registrant Visitor: Angela Hudson (Nursing)          Registrant Visitor: Jan Bowyer (Midwifery)</p>									

## **Section two**

### **Summary of review and findings**

University of Cumbria (UoC), institute of health (IoH) is seeking approval for a part time return to practice (RtP) programme with two routes for midwifery and nursing. UoC currently offers undergraduate pre-registration midwifery and nursing programmes for adult, child, learning disabilities and mental health fields. The proposed programme offers RtP in midwifery and all four fields of nursing.

The RtP programme is part of a regional workforce strategy in the North West. UoC also accepts students for the RtP programme from outside the North West. Students in these areas find their own practice learning setting with support and guidance from the UoC practice learning team and programme lead or lead midwife for education (LME). Practice learning must be audited and suitable for RtP students and practice supervisors and assessors must have taken a programme of preparation for the Standards for student supervision and assessment (SSSA) and be prepared and available to support RtP students. All practice learning partners (PLPs) from outside UoC's geographic area supporting RtP students are updated in the PLP list in gateway one accordingly.

Documentary evidence shows the RtP programme is developed in collaboration with PLPs, students and to a limited extent, service users. The programme is structured as one shared module at level six, delivered over six months for both nursing and midwifery RtP students. It will be delivered through a blended learning approach with 70 hours taught content organised as eight full taught days and two online learning days for nurses and midwives. The programme will have two intakes per year. RtP nursing students will complete a minimum of 150 supernumerary practice learning hours up to a maximum of 450 hours. RtP midwifery students will complete a minimum of 250 supernumerary practice learning hours up to a maximum of 450 hours.

There's evidence of effective partnership working with local stakeholders including PLPs and students in the design and development of the proposed programme. UoC are part of the North West practice education group (NWPEG) for implementation of the Nursing and Midwifery Council (NMC) SSSA (NMC, 2018). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. Documentary evidence

and the approval visit confirm a robust partnership approach between UoC and PLPs to manage and mitigate any risks to student learning.

Service users and carers (SUC) contribute to recruitment and selection activities. Involvement of SUC in the RtP programme is limited in scope. Partnership working with SUC needs strengthening.

UoC will be using the all England RtP practice assessment document (PAD) for nursing and the national RtP midwifery ongoing record of achievement (MORA). The PAD/MORA evidence the process to enable practice supervisors and assessors to work together when considering the competence of students.

The approval visit was undertaken remotely due to the Covid-19 pandemic.

The programme does not meet the Standards framework for nursing and midwifery education (SFNME) (NMC 2018) at programme level as conditions apply. The programme meets the SSSA and Standards for return to practice programmes (SRTPP) (NMC 2019).

The programme is recommended to the NMC for approval subject to one joint NMC and university condition and three university conditions. One joint NMC and university recommendation and six university recommendations are made.

Updated 5 November 2020: evidence is provided to meet the NMC condition. UoC confirm that the three university conditions are met. The programme is recommended to the NMC for approval.

The SFNME is now met.

**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><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication, and resources:</b></p> <p>Condition one: Produce a comprehensive and updated implementation plan for service user involvement, to demonstrate service user preparation and intended engagement in design, development, delivery, evaluation, and co-production of the RtP programme. (SFNME R1.12 and R2.7)</p> <p><b>Selection, admission, and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: Ensure transparency and provide consistency across all student facing documents (see list) whilst removing surplus and repetitive information. Information should be the same if in multiple documents. (University condition)</p> <p>Condition three: That the team have completed summary of External Examiner responsibilities following validation template and returned to the validation officer. (University condition)</p> <p>Condition four: That all those issues listed at appendix one to the validation report be addressed. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>6 November 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Recommend the team consider whether numeracy needs to be included as a</p>

	<p>summative assessment within the programme. (SFNME R5.8)</p> <p>Recommendation two: Consider removing some of the detailed criteria for admission to this programme to the programme webpage or keep within the programme specification. (University recommendation)</p> <p>Recommendation three: Ensure students are prepared for the digital learning expectations of the programme, in particular those students that have been out of practice long term. (University recommendation)</p> <p>Recommendation four: Consider using the word 'negotiated' in student facing documentation when referring to the minimum/maximum amount of practice hours required, to reflect the wording in the PAD/MORA. (University recommendation)</p> <p>Recommendation five: Consider the timing of when to provide information and guidance to students on out of area placements. (University recommendation)</p> <p>Recommendation six: Consider strengthening the University academic priorities and mapping against the UN sustainable development goals within the programme features. (University recommendation)</p> <p>Recommendation seven: Revisit the 4000-word written summative assessment to consider if the right amount of words for the assessment for the CAT credit received is appropriate. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Review of the RtP programme assessments.</p> <p>Review of the SUC implementation and action plan.</p> <p>Review of embedded digital skills within the programme.</p>

	Ongoing monitoring of the capacity of RtP practice learning experience environments for midwifery students
--	--

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Evidence is provided to meet the NMC condition. A comprehensive SUC implementation and action plan is provided. The action plan gives detail and a timeline for increased involvement of SUC in the design, development, delivery, evaluation, and co-production of the RtP programme. The plan includes evidence of how SUC will be prepared for their role.

Condition one is now met. Assurance is provided that SFNME R1.12 and R2.7 are met.

UoC confirm that the three university conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	5 November 2020

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points  
[Standards for return to practice programmes](#) (NMC, 2019)  
[Return to practice standards](#) (NMC, 2019)  
[Future nurse: Standards of proficiency for registered nurses](#) (NMC, 2018)



### NMC Programme standards

[Standards for competence for registered midwives](#) (NMC, 2009)  
[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)  
[Standards of proficiency for nursing associates](#) (NMC, 2018)  
[Standards of proficiency for specialist 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.**

Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision, and assessment with PLPs. Partnership working is effective at strategic levels for the delivery of the RtP programme. A partnership agreement demonstrates commitment by each PLP to facilitate and support student learning and assessment in practice learning environments, and to provide facilities and resources to support student's practice learning. The university and PLPs have processes to respond quickly to any concerns if standards of care or students' practice learning are considered at risk.

There's appropriate shared governance, oversight, and monitoring of the programme. Partnership meetings and practice placement meetings are held quarterly to review and provide feedback on student practice learning experiences.

Lines of communication and accountability for the quality assurance, development, delivery, and evaluation of the RtP programme are established through twice yearly programme meetings to which practice education facilitators (PEFs) are invited.

PLPs have contributed to curriculum development meetings for the RtP programme. This is evidenced in minutes of stakeholder meetings and confirmed at the approval visit. PLPs tell us they contribute to the design of the programme, and content. PLPs give an example of content on mental health and autism awareness included in the taught programme days as a result of their feedback. PLPs are involved with recruitment and selection through interviews and group activities. PLPs agree partnership arrangements for the SSSA including agreement for preparation of practice supervisors and assessors, and the process of allocating practice supervisors and practice assessors to RtP students.

UoC have a strong working partnership with students. Documentary evidence demonstrates consultation with students on the proposed RtP programme. Students tell us they are involved in programme consultation, and feedback is positive about the content and structure. They're enthusiastic about the RtP programme and the positive support they receive from UoC and PLPs. Students tell us the programme prepares them well for RtP. Students confirm they're supernumerary in practice and have good support in practice learning. Students tell us they are well supported at UoC and enjoy their practice learning experiences.

Partnership working with SUC needs strengthening. There's a SUC implementation plan known as people as experts, and an interim SUC involvement action plan dated December 2019 is in place. This provides a basic outline of how SUC will be involved in IoH programmes. The involvement of SUC in recruitment, selection, new programme development, teaching, assessment, and evaluation is variable. SUC provide feedback in the PAD/MORA to students. Some SUC had seen programme documentation and given feedback, others are new to the people as experts group and hadn't seen any documentation about the programme or understood their role within it. SUC tell us they've had no specific preparation for their role and haven't undertaken equality and diversity training. Support for their role is from individual academic staff. There's limited evidence of service user engagement in design, development, delivery, evaluation, and co-production of the RtP programme. (Condition one).

**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**

SUC had no specific preparation for their role and there is minimal evidence of engagement in design, development, delivery, evaluation, and co-production of the RtP programme. UoC must produce a more comprehensive and updated implementation plan for SUC involvement, to demonstrate service user preparation and intended engagement in design, development, delivery, evaluation, and co-production of the RtP programme.

Condition one: Produce a comprehensive and updated implementation plan for service user involvement, to demonstrate service user preparation and intended engagement in design, development, delivery, evaluation, and co-production of the RtP programme. (SFNME R1.12 and R2.7)

**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:**

Evidence is provided to meet the NMC condition. A comprehensive SUC implementation and action plan is provided. The action plan gives detail and a timeline for increased involvement of SUC in the design, development, delivery, evaluation, and co-production of the RtP programme. The plan includes evidence of how SUC will be prepared for their role.

Condition one is now met. Assurance is provided that SFNME R1.12 and R2.7 are met.

Evidence:

UoC, RtP SUC involvement action plan, 5 November 2020

**Date condition(s) met:** 5 November 2020

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

*Please provide narrative if 'not met'*

**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. A recognition of prior learning process is not formally used for the RtP programme. Students are given access to the PAD/MORA at induction to the programme in order to support the returner to review current knowledge, skills, and experience, and demonstrate the standard of proficiencies already met.

The outcome of this self-assessment will help determine the number of hours required in practice settings and the students intended scope of practice. The proficiencies, skills and procedures are documented in the PAD/MORA and students provide evidence to support their self-assessment. This is shared with the practice assessor and academic assessor at the first practice tripartite meeting. The purpose and processes for conducting tripartite meetings are included in the PAD/MORA and RtP programme documents. Online theoretical content is flexible and built around the students' previous knowledge and skills and intended scope of practice.

**Midwifery**

Students' prior learning and experience is discussed with the LME on recruitment and admission to the programme.



**Nursing**

Students' prior learning and experience is discussed with the programme lead on recruitment and admission to the programme.

**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. There's a learning teaching and assessment strategy theme related to developing digital capability through embedding digital skills throughout the programme. Students complete a diagnostic self-assessment form for numeracy, English, and digital skills prior to interview. This assessment is reviewed by the RtP academic personal tutors or the LME and used to direct students to academic skills support, and to inform an individual learning plan. The plan will be reviewed with the personal tutor at regular points throughout the programme.

Support strategies are available for students to develop their abilities in literacy, numeracy, digital and technological literacy. The programme provides specific sessions that focus on numeracy, literacy, digital and technological literacy development. Increased knowledge, skills and proficiencies in digital and technological literacy are developed through synchronous online classroom learning and asynchronous online activities through Blackboard, the virtual learning environment (VLE).

RtP students will be introduced to the student website and Blackboard at induction. E-learning for health programme must be completed before going into practice. Students have access to Headstart plus, a UoC online academic skills development course, prior to induction and throughout the programme.

Skills at Cumbria is an online resource available for all students to support referencing, literature searching, writing, and presentations. Numeracy support is provided via SNAP, an online numeracy toolkit which is used for numeracy skills development and assessment.

**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.**

Students on the current RtP programme are not transferring to the new programme and will complete on the current iteration of the programme. Any students currently suspended from the programme due to extenuating circumstances will be supported to transfer to the new programme through individual discussion, mapping, and support from the programme lead or LME.

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

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

The SSSA was implemented in 2019 at UoC and with its PLPs, and already applies to current RtP students.

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:** 9 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 education institutions, together with practice learning partners, must:**

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
- R2.2 comply with the NMC [Standards for student supervision and assessment](#)
- R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
- R2.4 design and deliver a programme that supports students to return to their intended area of practice
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 state routes within the return to practice programme that allows:
  - R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
  - R2.6.2 midwives to be readmitted to, or remain on, the register as midwives
  - R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses
  - R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
- R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

**Findings against the standard and requirements**

**Evidence provides assurance that the following requirements are met:**

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

Yes  No

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

Yes  No

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

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

Yes  No  N/A

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

Yes  No  N/A

Specialist community and public health nurses (SCPHNs)

Yes  No  N/A

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

Nursing associates

Yes  No  N/A

A RtP route for Nursing associates is not offered on this programme.

**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 design and delivery support students to return to their intended area of practice. The programme is structured as one shared module for both nursing and midwifery RtP students and is six months in length with theory and practice running concurrently. This assists students with a gradual reintroduction to practice learning environments underpinned by theoretical knowledge that increases in complexity over the length of the programme.

Students will spend a minimum of two shifts per week in practice learning environments. The programme structure has a total of 70 theory hours delivered over eight face-to-face study days and two virtual online days. There is shared interprofessional learning as well as relevant discipline specific sessions. PLPs confirm there're appropriate opportunities for students to attain proficiencies and meet programme outcomes.

**Midwifery**

The programme team confirm that in addition to timetabled hours, students are required to complete examination of the newborn taught sessions (together with pre- or post-registration students). The LME confirms there is sufficient midwifery specific content available for timetabled online asynchronous study days. Directed study materials are available for infant feeding. The programme team confirm that student-facing programme documentation will reflect these additional learning requirements. The student journey is planned to facilitate the successful completion of the standards of proficiency and MORA. The midwifery practice experience will be shared equally between community and hospital settings. The practice assessor and academic assessor are registered midwives.

**Nursing**

RtP nursing students identify the preferred area of practice they wish to return to in their application to the programme. This forms the basis of selecting an appropriate practice learning area for them to meet programme outcomes and proficiencies.

**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 in English.

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

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

Yes  No  N/A

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

Yes  No  N/A

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

Yes  No  N/A

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

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

Yes  No  N/A

A RtP route for Nursing associates is not offered on this programme.

**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 outcomes are mapped against programme content and SRTTP (NMC, 2019). The module guide and timetable provide detail on the content of the programme to meet the programme outcomes for each field of nursing. The RtP PAD will support student assessment of proficiencies for their field and intended scope of practice. Episodes of care assessed by the practice assessor will provide opportunities for students to demonstrate proficiencies and knowledge to provide care for service users within their chosen field of practice.

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

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

**MET  NOT MET  N/A**

R2.8 is met. The programme is designed around general and professional content necessary for nurses to return to the register. The module guide and nursing timetable contain details about programme content. Content is contextualised to

each field of nursing within the face-to-face sessions and online activities, and individualised for each student dependent on scope of practice. For example, there's general content related to mental health awareness and autism awareness relevant for all nurses. Mental health students are then guided to field specific resources on Blackboard. Directed study will be contextualised to each student's field of nursing practice. Field specific personal tutors provide guidance to students in the contextualisation of content.

Students, practice supervisors, practice assessors and academic assessors use the PAD to record feedback, development and proficiencies attained in practice.

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

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

R2.8 is met. The programme is designed around general and professional content necessary for midwives to return to the register. The module guide and midwifery timetable contain details about programme content. In addition to the timetabled sessions, the LME confirmed that the programme content would include examination of the newborn and infant feeding. Students are allocated a personal academic tutor to support individual learning needs.

Students, academic assessors and practice assessors use the RtP MORA to record feedback, development and proficiencies attained in practice. The MORA has been mapped to the NMC standards of proficiency for midwives (2019) and the Unicef UK Baby Friendly Initiative university standards (2019).

**Specialist community and public health nurses (SCPHNs)**

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

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

**Nursing associates**

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

A RtP route for Nursing associates is not offered on this programme.

**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. Students and PLPs confirm that the RtP programme appropriately prepares students to be readmitted to, or remain on, the register as a midwife or nurse.

### **Midwifery**

The midwifery timetable demonstrates where specific content such as safeguarding, consent, pharmacology and medicines administration and optimisation is addressed in a midwifery context.

### **Nursing**

The nursing timetable shows where general content related to safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme for nursing. A table provides detail of the content related to each field and specific field resources are available on Blackboard. Clinical skills.net is an online resource used for pharmacology, medicines management and optimisation that is relevant to all fields.

**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. Documentary evidence and the approval visit indicate a variety of learning and teaching strategies are used within the programme including clinical skills simulations, flexible online learning activity through Blackboard, face-to-face sessions and practice learning.

The programme includes eight face-to-face study days and two online study days. This equates to 70 hours of theoretical learning. One online day uses Blackboard collaborate to enable students to work in groups synchronously to complete a case study. Students have 29 hours of guided study and 100 hours self-directed study to enhance their learning and their practice placement in which learning can be applied. An example of guided study is completion of a medicines workbook and formative attempts at SNAP numeracy assessment. Guided study activities are reviewed and discussed at personal tutor meetings.

Prior to placement, students will undertake e-learning for health training, which incorporates NHS core skills required for practice such as infection control and moving and handling. A feature of this programme is the provision of online



discussion groups (for academic peer support and learning) and a virtual coffee shop (for chatting and getting to know each other).

RtP students confirm distance learning resources are accessible remotely and consist of suitable and interesting materials. Students tell us that preparation for online learning was variable at the start of the programme but acknowledge there's plenty of advice and support available at UoC. Students tell us that the diagnostic assessment at the start of the programme is a useful approach for students to identify their digital skills and be guided to appropriate support and guidance.

### **Midwifery**

Current RtP midwifery students and alumni confirmed the flexible nature of the programme and the appropriateness of the blended learning approach. Students are supported by a personal tutor who is a member of the midwifery academic team. The midwifery timetable provides evidence of midwifery specific taught sessions and directed online learning.

### **Nursing**

Students are supported by a personal tutor in their specific field to contextualise theoretical learning to their field of practice. Online learning is individualised to each student dependent on field of nursing and scope of practice. Personal tutors provide guidance to students in this contextualisation.

### **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 delivered over six months (maximum one year). This is an appropriate length to support the programme outcomes. Theory and practice are delivered concurrently. The decision regarding the exact practice learning hours is taken in partnership with PLPs, the programme lead or LME and the student and is determined based on previous knowledge, skills and experience. Programme documentation makes explicit that students are expected to undertake at least two shifts per week on placement.

### **Midwifery**

RtP midwifery students undertake 250 to 450 hours of supernumerary midwifery practice.

### **Nursing**

RtP nursing students undertake 150 to 450 hours of supernumerary nursing practice.	
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 9 October 2020	
<b>Post event review</b>	
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	

<b>Standard 3: Practice learning</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></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</p> <p>R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency</p>

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. The programme team and PLPs confirm at the approval visit they collaborate to provide learning opportunities which are sufficient to deliver safe and effective care for nurses and midwives to return to, or remain on, the register in their intended area of practice.

UoC has appropriate policies and procedures in place for raising and escalating concerns, fitness to practise, student code of conduct and disciplinary procedure. There's a sharing and escalation of quality concerns Health Education England (HEE) document outlining a five stage process which includes sharing of Care quality commission (CQC) reports across approved education institutions (AEIs) in the North West. There's documentary evidence of a process for removing a practice learning environment from student practice learning experience and evidence of exceptional reporting to the NMC relating to PLPs with adverse regulator reports. Academic staff receive CQC alerts for practice learning environments, and a risk assessment is completed. Areas identified as medium or high risk as a result of student feedback, concerns in practice or regulator reports will have action plans developed and monitored at quarterly practice placement meetings held with PLPs. Medium or high risk assessments are escalated to HEE.

A North West learning environment educational audit document includes RtP students. Audits are completed every two years. An 'out of area' form is completed

for RtP students whose practice learning experience is outside the North West geographic area and the programme team update gateway one accordingly. Out of area practice learning environments must have a recent educational audit before they can be approved for practice learning.

The practice assessor closely monitors student progress to ensure that the practice learning opportunities enable students to deliver safe and effective care. Tripartite meetings are held at the start, midpoint, and end of the programme between student, practice assessor and academic assessor to identify any gaps in the student's experience, skills, or proficiencies. Students at the approval visit confirm they are supernumerary in practice learning.

Student facing documentation is aligned with the Code (NMC, 2018) and students assure us they understand the scope of practice as an RtP student.

### **Midwifery**

Midwifery students are currently placed with two PLPs, North Cumbria Integrated Care NHS foundation trust and University Hospitals of Morecambe Bay NHS foundation trust. The MORA records practice experiences and learning including feedback from service users and other allied health professionals. Out of area RtP midwifery alumnus comment positively on the support received.

### **Nursing**

The AEI has an extensive range of individual practice learning environments across the North West geographic area. Practice learning experiences for RtP nursing students follow a hub and spoke model. All RtP nursing students regardless of field will have opportunities for both community and hospital practice learning.

**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. Documentary evidence and the approval visit confirm how practice supervisors, practice assessors and academic assessors will work with students to plan their practice learning experience to meet the communication and relationship management skills, procedures, and proficiencies in their intended area of practice.

### **Midwifery**

Communication and relationship management skills are mapped and recorded in the MORA.

### **Nursing**

There're a variety of practice learning placements to facilitate student learning in communication and relationship management suitable to each field of nursing practice. Communication and management skills are mapped and recorded in the PAD.

**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. There's an established process for the allocation of practice learning. The placement unit has a dedicated RtP administrator as part of a wider team providing information and support for practice learning. The placement unit liaises with PEFs to ensure that students are placed in appropriate settings and this is monitored by the programme lead for nursing, and LME for midwifery to ensure students have the appropriate practice learning experiences across the programme.

### **Midwifery**

Students returning to midwifery gain experience in both hospital and community settings, demonstrating an ability to meet the holistic needs of women and their families. Students returning to midwifery tell us they experience an appropriate range of maternity care settings. PLPs acknowledge that practice learning environments for RtP midwifery students would need to be kept under review given the increasing number of pre-registration midwifery students.

### **Nursing**

A student journey example for each field of nursing is provided. Students are allocated a hub practice setting by PEFs that supports return to their intended scope of practice. A variety of spoke practice learning experiences are available dependant on hub setting. For example, an adult nursing RtP student with a hub placement in a community team will have opportunities for spoke placements in a community hospital, specialist clinics and general practice. This will support the achievement of annexe a and b skills and procedures if they are not all available in hub practice learning settings. The student journey is planned to facilitate the successful completion of the standards of proficiency and the PAD.

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

**MET**  **NOT MET**

R3.4 is met. The programme uses a variety of teaching and learning methods including simulation-based and technology enhanced learning. Students access a range of digital environments and resources that have been developed to support a high-quality learner experience. The capabilities associated with digital and technological literacy are embedded within the R3P programme, through the use of Blackboard.

Technology enhanced and simulation-based learning opportunities are effective and proportionate. There are two online learning days and one clinical skills simulation day planned within the programme. Simulation-based learning opportunities are used to support the development of clinical skills. Skills are assessed in practice learning environments through the PAD/MORA.

Coursework is submitted electronically via the VLE and students access results via Turnitin. The PAD and MORA will be accessed through practice assessment record and evaluation (PARE) IT platform.

Simulation based learning is delivered on day three of the programme. It covers generic skills such as infection control as well as specific skills for nursing and midwifery students. Students are assessed on skills delivered through simulation-based learning and achievement is recorded in the PAD/MORA. Day seven is an online learning day with planned activities related to anatomy and physiology. Students will also access modules of their choice via clinicalskills.net, an extensive online learning package available for learning clinical skills. Students with the support of their personal tutor decide on further clinical skills to review via clinicalskills.net. These are tailored to the students intended field of practice. Students can refresh their knowledge on a wide range of skills through the clinicalskills.net resource.

#### **Midwifery**

Midwifery specific skills include examination of the newborn, fetal heart auscultation, and suturing are taught in a purpose-built midwifery clinical skills room.

#### **Nursing**

Nursing skills delivered include venepuncture, cannulation, and ECG interpretation for students in all fields.

**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. UoC have well established processes of support for students with disabilities requiring reasonable adjustments. An individual action plan is formulated to support theory learning and there's a placement learning support plan for individual students with reasonable adjustments required for practice settings. The LME or programme lead and placement unit take account of students' individual needs, personal circumstances and intended area of practice when allocating practice learning environments. If there're complex needs, a risk assessment is carried out. Progress reviews are held at the request of the student or an academic member of staff for review of the support.

UoC has a fitness to study policy and extenuating circumstances policy in place to support students though unexpected events such as illness or personal life circumstances. Students and PLPs provide examples of how practice learning has been adapted to take account of individual needs. Personal tutors may also give extensions to assessments for up to two weeks.

**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:** 9 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

**Standard 4: Supervision and assessment**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register
- R4.6 ensure that students meet communication and relationship management skills and procedures
- R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register
- R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and
- R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

**Findings against the standards and requirements**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)

MET  NOT MET



R4.1 is met. Documentary analysis and the approval visit indicate that university induction, education, ongoing development, and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. A personal development plan and annual review process provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles.

The personal tutor framework outlines how personal academic tutors provide support and guidance to enable students to succeed. Students meet with personal tutors three times during the programme but can contact a tutor at any point should they need additional support and guidance. There're sufficient academic assessors for the programme. It is anticipated that the personal tutor will also be the academic assessor particularly for the child, mental health and learning disabilities fields. For adult field, the programme lead will be the academic assessor and the personal tutor role will be shared amongst the academic team. Midwifery students will have a midwifery personal tutor who will also act as academic assessor. This may also be the LME.

Partnership agreements are in place with PLPs to support the programme intentions and to ensure there's sufficient resource to support supervision, learning and assessment in the programme at both strategic and operational levels. PLP representatives demonstrate a strong commitment to the RtP 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 visit provide assurance that student support, supervision, learning, and assessment meet the SSSA. A practice learning handbook, PAD and MORA contain information on the roles of the practice supervisor, practice assessor and academic assessor.

UoC is a member of NWPEG which oversees a collaborative approach to the implementation of the SSSA across AEIs in the North West. NWPEG meet on a bi-monthly basis and act as a forum for collaboration and sharing of good practice in practice education and facilitating the support of students in practice learning settings.

NWPEG has produced a number of resources and information for AEIs and PLPs including factsheets, self-declaration assessment forms, and handbooks for practice supervisors, practice assessors and academic assessors. NWPEG have produced a practice supervisor, practice assessor and academic assessor preparation

programme for all AEs and PLPs in the North West to use to ensure a consistent approach to preparation.

The SSSA was implemented at UoC in September 2019. Practice supervisors and practice assessors confirm they have undertaken appropriate preparation and understand their role. The programme team confirm that RtP practice assessors and supervisors will receive further individual preparation to support an RtP student if required. The programme team confirm that the academic assessors will be on the appropriate part of the NMC register and actively engage in tripartite meetings.

PLPs confirm there's sufficient resources in practice learning to support students in all four fields of nursing and in midwifery. The PARE system ensures students can be supported by sufficient practice supervisors and practice assessors in each organisation.

PEFs support a quality learning environment and act as a point of contact for practice supervisors and practice assessors and facilitate communication with UoC link lecturers, academic assessors and personal tutors about student issues or concerns. PEFs are invited to twice yearly programme meetings.

Support in practice is provided by PEFs, academic assessors, and university link lecturer staff. The PEF will act as the nominated person in practice for students during their practice learning experience.

**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 including student journey planners provide evidence of where students will get feedback to support their development needs. There are three formal personal tutor meetings scheduled in the programme, but students can meet with their personal tutor at any point for support or guidance. The

PAD/MORA provides opportunities for interim feedback. SUC provide feedback in the PAD/MORA.

There's a formative profession specific presentation scheduled for day eight and an opportunity to submit a 500 word assignment draft prior to summative assessment submission. Students have unlimited formative attempts at SNAP numeracy assessment throughout the programme. There's a formative attempt at the first episode of care in the PAD/MORA, and a tripartite review at the midpoint to facilitate discussion between the student, practice assessor and academic assessor about progress towards achievement of the proficiencies.

Summative assessment comprises of three separate elements: a 4,000-word written case study, achievement of proficiencies outlined in the PAD/MORA and a numeracy assessment to be passed at 100 percent. As the PAD/MORA requires students to be assessed performing accurate drug calculations in practice the programme team were recommended to consider whether an additional summative assessment of numeracy was required. (Recommendation one)

Tripartite meetings with the student, practice assessor and academic assessor occur at the start, midpoint, and end of the programme. In addition, students have three personal tutor meetings throughout the programme to discuss progress.

**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. Students who are successful in academic and practice assessment meet the required standards to be readmitted to, or rejoin, the register as a midwife or nurse. This is confirmed by documentary evidence and the programme team at the approval visit. Both the PAD and MORA provide a record of 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 and programme guide make clear the arrangements for reassessment.

### **Midwifery**

The RtP programme learning outcomes and MORA have been mapped to the NMC Standards of proficiency for midwives (2019).

### **Nursing**

The RtP programme learning outcomes and PAD have been mapped to the NMC Standards of proficiency for nurses (2019).

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

**MET**  **NOT MET**

R4.6 is met. The programme learning outcomes and assessment strategy evidences the development of communication and relationship management skills throughout the programme. The timetable and online activities provide evidence of theoretical learning to support the development of communication and relationship management skills and procedures in practice learning settings. RtP students are able to demonstrate they meet proficiencies and skills around communication and relationship management skills and procedures through the PAD/MORA. Furthermore, these skills are explicitly assessed in practice settings.

**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 event confirm robust arrangements for assessing student proficiency in theory and practice, which supports students to be readmitted to, or remain on, the register.

The LME or academic assessor for midwifery and the academic assessor for nursing will meet with the student and practice assessor towards the end of the programme to confirm achievement of proficiencies in practice. Confirmation is either face-to-face, via Microsoft Teams communication application, email, or telephone. Decisions are recorded in the PAD/MORA.

The programme lead confirms student achievement at UoC module assessment board and university assessment board. Once confirmed through these processes, students are then eligible to apply to rejoin or be readmitted to the register.

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. UoC fitness to practice policy outlines a robust process for managing student fitness to practise concerns. The panel includes a student representative. The policy applies to all students including RtP. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning.

Documentary evidence and the approval visit provide assurance in students' ability to deliver safe and effective care suitable for readmission to, or remaining on, the register upon successful completion of the RTP programme. Programme content places a significant emphasis on public safety and protection. Stakeholders are confident that successful students will be safe and effective practitioners who they can employ. PLPs confirm that practice learning environments provide suitable experiences for students returning to practice.

Students complete a good health and good character declaration at the end of the programme which informs the programme lead or LME decision to sign the supporting declarations for completing students.

**Midwifery**

The programme outcomes and MORA are mapped to the NMC standards of proficiency for midwives (2019), which includes the assessment of students safe and effective midwifery practice.

**Nursing**

The programme outcomes and PAD are mapped to the NMC standards of proficiency for nurses (2019), which includes the assessment of students safe and effective nursing practice.

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

**YES**  **NO**

Assurance is provided that Gateway 2: <u><a href="#">Standards for student supervision and assessment</a></u> relevant to supervision and assessment are met	
YES	<input checked="" type="checkbox"/> <input type="checkbox"/>
NO	<input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 9 October 2020	
<b>Post event review</b>	
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	

<b>Standard 5: Qualification or credits to be awarded and information on NMC registration</b>
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.
<b>Findings against the standards and requirements</b>
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"/>
<b>R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and</b>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
The RtP programme is not available for nursing associates.	
<b>R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.</b>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
<b>Is the standard met?</b>	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<b>Date:</b> 9 October 2020	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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> Return to practice nursing Return to practice midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook <i>Please specify route:</i> Nursing / field of nursing Adult, child, learning disabilities and mental health	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) <b>Please indicate</b> which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing Adult, child, learning disabilities and mental health	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook:  Identify the routes: Nursing and Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>



PAD linked to competence outcomes, and mapped against <a href="#">Standards for return to practice programmes</a> (NMC, 2019) for each route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input 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 <b>the programme(s)</b> (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead:		
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input 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 not above, please provide the reason and mitigation:  SCPHN and Nursing associate RtP routes are not presented for approval.		
List additional documentation: Post approval visit documentary evidence to meet conditions.  UoC RtP SUC involvement action plan, 5 November 2020		

<p>Updated RtP programme handbook, November 2020          Updated module descriptor, November 2020          Updated RtP programme specification, November 2020          Updated RtP placement handbook, November 2020          Updated RtP programme handbook, November 2020          Post validation: conditions, recommendations, enhancements, housekeeping from validation report, 31 October 2020          UoC, RtP SUC involvement action plan, 5 November 2020</p>
<p>Additional comments:</p>

**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"/>
<p>If yes, please identify cohort year/programme of study:            Current RtP nursing and midwifery students and alumni            Current students:            Two midwives            One learning disability nurse            Two mental health nurses</p> <p>Alumni:            Three adult nurses            One mental health nurse            One midwife</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation</p>		
<p>Additional comments:            The approval visit was undertaken remotely due to the Covid-19 pandemic.</p>		

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

	<b>YES</b>	<b>NO</b>
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		
Additional comments: UoC is an established AEI providing NMC approved programmes including RtP.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

**Issue record**

**Final Report**

Author(s):	Angela Hudson Jan Bowyer	Date:	17 October 2020
Checked by:	Pamela Page	Date:	5 November 2020
Approved by:	Lucy Percival	Date:	16 November 2020
Submitted by:	Emiko Hughes	Date:	19 November 2020